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# How Do Interactive Read-Alouds Promote Engagement and Oral Language Development in Kindergarten

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HOW DO INTERACTIVE READ-ALOUDS PROMOTE ENGAGEMENT AND ORAL  
LANGUAGE DEVELOPMENT IN KINDERGARTEN?

by

Laura Mikul

A capstone submitted in partial fulfillment of the  
requirements for the degree of Master of Arts in Literacy Education.

Hamline University  
Saint Paul, Minnesota  
May 2015

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## CHAPTER ONE

### Introduction

*“When we read aloud to children, we fill the air and their ears with the sound of language”*

Laminack (2006)

In a primary classroom, I believe one of the most exciting and engaging learning activities of the day is read aloud time. It is often a time during the school day when students can relax and get lost in the adventure of a story. When a teacher pulls out a book and begins to read it can be magical. Students are instantly engaged and curious about what will happen in the story. A good read aloud entices the listener and captures their attention. You can see students leaning in, eyes glued on the page, and during discussion, students talking about the book.

Read-alouds are not only a wonderful way to engage students, but an essential component of teaching literacy. As Adams articulates, “Yet the most important activity for building the knowledge and skills eventually required for reading is that of reading aloud to children” (1994, p.86). Read-alouds can be used to increase listening and accountable talk skills, promote vocabulary skills and comprehension, and engage students in a way that other materials cannot.

Best practices in literacy instruction reveal that students need to be exposed to a variety of materials, genres, and ways to read. However, often times read-alouds are read for entertainment only. As stated earlier, there are a vast number of strategies and skills that can be taught through read aloud. This leads me to ask the question, “*How do interactive read-alouds promote engagement and oral language development in kindergarten?*” In this chapter of my capstone, I will explain the importance of this question and how it has influenced my personal and professional journey. First, I will share my personal adventure with read-alouds and the effect they had on me as a reader. Second, I will describe my professional experience using interactive read-alouds as a teacher. Lastly, I will explain my rationale for why I chose to learn more about interactive read-alouds for this capstone project.

### Personal Adventure with Read Alouds

When I was a child, reading independently was not my favorite past time nor was it my strongest academic area. I would often get frustrated with not being able to read as fast as my peers and become overwhelmed with the number of pages in the thick chapter books I was exposed to. However, being read to was one part of reading that I absolutely adored. Ever since I was a small child, I remember looking forward to someone, anyone, reading a book aloud to me.

Before starting elementary school, I remember the special moments where my mom would sit down on the couch with me. I would run over to her and hop up on her lap as I snuggled close in anticipation of the story to come. She was a pro at reading books aloud. Every time she read to me, I was captivated by her expressive reading and



felt as though I was right there in the story with the characters. Nothing was better than being in my mom's arms and hearing my favorite story, *The Bear's Picnic* by Stan and Jan Berenstain.

As a family we would also take weekly trips to the local library. For me, the library was a place with endless books to look at and check out, as well as the librarian who captivated readers though reading picture books aloud to the children at the library. Every Wednesday we would pile into the car and drive to the library in excitement to find new books for mom to read to us and anticipation as to what book the librarian would read during Wednesday story time. Like my mom, the librarian was animated and made the books come alive. It seemed that every child in the room focused their full attention on the librarian as she turned page after page. Story time always seemed to fly by and before I knew it, the book was finished and I was snapped out of the "story world" and back in the "real world" again.

Looking back to kindergarten, I also remember Mrs. Timm reading countless books. She included books about the alphabet, animals, numbers, non-fiction, fiction, rhyming books and holiday books. No matter what the topic or type of book it was, I was always engaged and enticed by what the book had to offer. I especially remember the big books that we would read together as a class. My favorite read aloud in kindergarten was *The Jacket I Wear In The Snow* which was about getting ready to go outside in the winter and play. It had a fun rhyming pattern and had a picture to replace the word of the clothing item on a given page. I can still recall some of the words, "This is the scarf, woolly and red, that's caught in the zipper, that's stuck on the jacket, I wear in the snow."

As I continued through the primary grades of elementary school, I can recall all of my teachers reading to me and making read aloud a very special time. Often times, it came after running around and playing outside and was a great way to calm down and refocus on lessons. Although reading books aloud to the class was a routine and daily practice, I do not remember this time being used for teaching reading specific strategies and skills. From my perspective, it was primarily used for entertainment and redirection. Now years later, I wonder if my teachers would have used read aloud time to engage and teach strategies explicitly, would I have become more confident and successful in my own reading.

#### Professional Experience Using Read Alouds

Throughout my college experience and teaching practicums, reading was always a major area of study. At Bethel University, my professors worked to prepare students effectively for what was expected in the authentic classroom. During this time, I had many assignments that encouraged me dive into children's books, practice comprehension strategies, and focus on guided reading. Despite this, I never was taught how to utilize read-alouds to their fullest potential, although I was well-prepared with content, strategies and instructional practices. During my pre-service training, my clinical experiences were in preschool to third grade classrooms. In all of these classrooms I noticed the emphasis and focus on reading, especially teaching skills and strategies to help encourage and grow the student into a stronger reader.

However, when I observed read aloud with one teacher in particular, Mrs. Larsen, she seemed to engage and teach her students reading in a way I had never experienced

before. For example, she would have a daily read aloud time, but the process she demonstrated during that read aloud time was the component that was different. Mrs. Larsen would read the book *and* have the students responding and interacting *with* the text. I had noticed that the students were more engaged and were learning reading skills and strategies throughout the read aloud process. This challenged my thinking about how to use read-alouds more effectively, other than for the purposes of entertainment and redirection, as had always been modeled for me.

Later, after graduating from Bethel University, I was offered a kindergarten teaching position in a district that used a balanced literacy approach to develop each student into a successful reader. Balanced literacy encompasses many components, such as shared reading and writing, guided reading and small groups, independent reading and writing, read-alouds, interactive read-alouds, word work and whole group instruction. Many of these components were familiar to me and I felt fairly confident jumping into them. However, in my first year of teaching when everything was new, I found myself relying on my teammates and instructional coach for frequent guidance and support.

One component that seemed foreign to me at this time was the use of interactive read-alouds. However, as I reflected on my practicum in Mrs. Larsen's class and made a connection, this is indeed what she was doing. I felt confident in asking comprehension questions before, during and after reading, but I was not certain about how to include the intentional modeling and teaching of a specific skill using a read aloud. Although I had seen her teaching through the use of interactive read-alouds, I did not feel prepared to incorporate these strategies into my own teaching.

McGee and Schickedanz (2007) explain that during interactive read-alouds, teachers talk as they read to model their own thinking. This modeling helps the students understand and notice what the teacher is predicting, inferring, connecting, and processing what is going on in the story. This process helps the students interpret and understand the text by sharing ideas that likely would not be natural for the reader.

As was previously mentioned, throughout my first year of teaching, I used the support and guidance of my teammates and instructional coach to help me become more knowledgeable and intentional in my read aloud practices. Together we would work and plan our interactive read-alouds. In addition, my instructional coach would come in to my classroom and model lessons for me. Fortunately, she helped me better understand what an interactive read aloud is and how it should be effectively implemented.

From these formative experiences, I learned there is much that goes into a well-planned interactive read-aloud. First of all, teachers need to consider the concept or skill they want to teach and then select a book that connects and teaches that concept effectively. Sometimes this can be a difficult task. Next, teachers need to think of how to best model the learning and what purposeful questions to ask. Lastly, in interactive read-alouds, teachers need to have various engagement strategies, such as turn and talks, stop and act, teacher modeling and think alouds, stop and jots and many more.

#### Rationale for Teaching Interactive Read-Alouds

Now in my fifth year of teaching, I am more confident in what an interactive read aloud should look like and sound like and I more fully understand its components. I frequently incorporate these strategies into my schedule knowing that students need to be

read to daily and that an interactive read-aloud is even more powerful than a traditional read aloud. I have noticed the value and learning that comes from utilizing and implementing interactive read-alouds effectively. For example, at my school, many of my students come lacking letter and sound knowledge, oral language skills, concepts of print and other concepts needed to become proficient readers. With limited resources and lack of prior knowledge, my classroom is often the first avenue of learning for many of my students. As will be discussed in greater detail in Chapter Three of this capstone, my classroom consists of students from a variety of cultural, socio-economical and linguistic backgrounds.

### Conclusion

My personal and professional experiences have led me to see the value of interactive read-alouds and have fueled my desire to learn and grow in my ability to embed them into the curriculum in order to increase the reading skills of my kindergartners. Knowing the value interactive read-alouds hold in a primary classroom makes me return to asking the question: *“How do interactive read-alouds promote engagement and oral language development in kindergarten?”* This question will guide my instruction and implement effective strategies to help all of my students. I hope that through interactive read-alouds my students will grow in their learning and gain the needed skills to become successful readers.

In the next chapter, Chapter Two, I will present the background information and my research findings through a literature review. First of all, I will describe read-alouds and include the benefits and components of interactive read-alouds. Next, I will explain

how interactive read-alouds promote oral language development. Lastly, I will discuss how interactive read-alouds can stimulate engagement. Chapter Three will describe the participants and explain the methodology and the process I will use to develop the curriculum for my capstone project. In Chapter Four, I will share the results of my curriculum project on interactive read-alouds for kindergarten and describe aspects and highlights of its development. Finally, in Chapter Five I will reflect on my journey throughout this capstone process, sharing implications and limitations of my study and explaining potential areas of future study.

## CHAPTER TWO

### Literature Review

*“Reading aloud invites children into the world of books, takes them on journeys to faraway lands, and motivates them to learn and explore.”*

Dollins (2014)

#### Introduction

In Chapter One, I shared my personal and professional journeys with read-alouds that support the overall purpose for this capstone. As stated in the previous chapter, I had limited exposure to interactive read-alouds during my pre-service teacher preparation program. However, in my recent professional journey, I have begun to learn and implement interactive read-alouds into my classroom. These experiences showed me the significance of incorporating interactive read-alouds in the primary classroom to build and encourage learning. During my first five years of teaching my curiosity has also sparked my interest around oral language development and student engagement during interactive read-alouds.

To better understand my research question: *How do interactive read-alouds promote engagement and oral language development in kindergarten?*, I reviewed research from authors in the areas of read-alouds, oral language, and engagement.

Throughout this research, I noticed common themes that supported my capstone. I will discuss those themes throughout my literature review.

First, I will define read-alouds and present the history and importance of read-alouds in the classroom. Next, I will discuss the major component of my capstone project, interactive read-alouds. In this section, I will briefly discuss the differences between traditional read alouds and interactive read-alouds, define and share the purpose of interactive read-alouds, present theories and discuss the benefits and common practices for planning and implementing interactive read-alouds in a primary classroom.

The next major section in this literature review will explore the importance of oral language development. First, I will define oral language and briefly present the theories and development of oral language. Next, I will discuss the aspects of oral language, and reveal its importance and implications on literacy. Lastly, I will focus on the relationship of oral language and interactive read-alouds.

The final section of this literature review will examine the research on engagement. Within this section, I will describe the significance of engagement and how to explicitly encourage engagement through the use of interactive read-alouds.

### Understanding Read Alouds

A read-aloud is an instructional practice where a teacher or another adult read a text aloud to children. Meller, Richardson, and Hatch (2009) explain that read-alouds are purposefully planned readings of texts. During the read-aloud experience children listen to the text making connections and meaning of the story. Similarly, Trelease (2001) states, “We read to children for all the same reasons we talk with children: to reassure, to



entertain, to bond; to inform or explain, to arouse curiosity, to inspire.” (p. 6)

Additionally he believes, that read-alouds also help link reading with pleasure, promote prior knowledge, foster vocabulary, and provide a model of what reading looks and sounds like. A variety of texts can be used for read-alouds including picture books, chapter books, poetry, informational texts, and digital texts.

Traditional read-alouds usually incorporate discussion and questioning before and at the end of the read and limit the amount of conversation during the reading. The discussion before the reading helps the students build background knowledge, engage their prior knowledge, and make connections. According to Barrentine (1996), the discussion after the reading helps the students make connections to the text and allows the teacher to understand those connections. Barrentine also contends that these conversations that take place after reading, help the student understand and connect story meaning to their personal lives.

Research and current instructional practice indicate the importance for read-alouds as part of literacy instruction (Laminack & Wadsworth, 2006; Trelease 2001). Laminack and Wadsworth state, “When we read aloud to children, we fill the air and their ears with the sound of language” (2006, pg. 1). In addition, read-alouds provide opportunities that not only provide entertainment and enjoyment, but also include rich experiences for teaching literacy elements. In *Reading in the Wild: The Book Whisperer’s Keys to Cultivating Lifelong Reading Habits*, Miller and Kelly (2014) reveal a multitude of chances to spotlight great writing and model reading skills through reading aloud books, poems, and other materials.

There are an abundance of benefits gained from read-alouds. First of all, read-alouds engage students in a learning experience that models how to read, builds understanding and promotes learning. In the article, *What Next in the Read-Aloud Battle?: Win or Lose?*, Fox (2013), implies that studies have indicated that children who are read to often are more likely to read with more ease and enjoyment. In addition, Barrentine (1996) suggests read-alouds promote students' learning of strategies and the process of reading rather than merely content information. Later in this capstone I will discuss the benefits of read-alouds more explicitly.

### Introduction to Interactive Read-Alouds

Read-alouds have been part of classroom practices for many years because of the benefits they create. Likewise, interactive read-alouds have become an instructional method to incorporate in the classroom because they offer the same and additional benefits as read-alouds. The term "interactive read alouds" was first used in the early 1990's. Interactive read alouds became more prevalent when S.J. Barrentine, wrote articles for the International Reading Association's, *The Reading Teacher*, about how to use them in the classroom (Miller, 2010). Before I discuss the theories, benefits, common practices for planning and implementing interactive read-alouds, I will define and provide the purpose of interactive read-alouds.

Definition and purpose of an interactive read-aloud. For my capstone I will use Barrentine's (1996) definition of an interactive read-aloud. She defines interactive read-alouds as follows, "...a teacher poses questions throughout the reading that enhance meaning construction and also show *how* one makes sense of text" (p. 36). During the

process, Barrentine suggests the teacher stops and asks questions to engage students in conversations about the text. These conversations help the students become aware of elements in the story that they might not otherwise notice. They are also able to hear their peers' ideas and perspectives.

According to Wiseman (2011), interactive read-alouds afford opportunities for making meaning through conversations and student interactions, which provides students with the opportunities to interact with the text and build their knowledge and strengths. Additionally, Wiseman suggests interactive read-alouds provide opportunities that are more than skill and literacy development; they are a time for teachers and students to create, extend and recognize certain examples of knowledge. As a result, interactive read-alouds allow students to become actively involved in their learning and give purpose to the learning process.

Purpose of interactive read-alouds. The purpose of an interactive read aloud is to provide opportunities for students to engage with texts through listening and discussion to promote deeper understanding about the meaning of texts. They can also learn skills and strategies to use in their own reading. Wiseman (2011) believes that interactive read-alouds are an important learning opportunity because they provide learning about how texts work that will eventually lead to independent reading. More specifically, Barrentine states, "The ultimate goal of interactive read-alouds is to help children enjoy and understand stories through meaningful dialogue" (1996, pg.61).

The Conditions of Learning and interactive read-alouds. The Conditions of Learning is a schematic representation of learning that was developed by Brain

Cambourne. Cambourne (1988) suggests that these conditions can apply to areas in literacy. The Conditions of Learning include multiple components; immersion, demonstration, engagement, expectation, responsibility, use, approximation and response. Ultimately, when all these components are implemented, they can lead to literacy success. Although, all of these components support interactive read-alouds, demonstration is especially critical.

Cambourne highlights the importance of a teacher demonstrating or modeling skills and strategies that the students will transfer into their own learning. During demonstrations the construction of meaning must be stressed (Cambourne 1988; Barrentine 1996). Furthermore, Barrentine explains that demonstrations not only help students with understanding the meaning of the content, but they also build their knowledge and ability to process and create strategies of meaning.

In addition, Cambourne (1988), contends that engagement during demonstrations is essential. In order for learning to happen, engagement needs to take place. Cambourne gives the analogy of a car. Demonstrations may “start” the learning, but engagement makes it “move” (1988). Barrentine (1996) agrees with Cambourne (1988), and explains that engagement needs to occur multiple times throughout demonstrations for students to understand the meaning and internalize it.

The Conditions of Learning Framework also supports the theories of Transactional Theory, Intertextuality, and Instructional Conversations in the sense of developing meaning, making connections and building literacy in engaging ways. In the next section, I will discuss these theories that explicitly support interactive read-alouds.

Transactional Theory. The Transactional Theory highlights the significance in providing readers with active ways to add to the curriculum in ways that build on students' own understanding of reading and literacy. This theory focuses on the students' ability to construct and develop meaning (Wiseman, 2011). During interactive read-alouds, the transactional approach occurs when students are actively involved in providing and building their understanding and knowledge through discussion. An interactive read-aloud provides opportunities for students to make meaning of the text through conversations and discussions. As Wiseman explains, this is a learning opportunity that is built on students' strengths and scaffolding from peers and the teacher.

Intertextuality. Another concept that supports interactive read-alouds and has been used by multiple theorists is the concept of intertextuality. According to Sipe (2000), the word was created by Kristeva and refers to the relationship between written text and the illustrations and the connections between the text and reader. Theorists stressed the social aspect of Intertextuality. While reading an interactive read-aloud, students make personal connections to the text, other texts and to the world. These connections are deepened when the students engage in discussion about the text, thus learning from their peers and teacher. Interactive read-alouds promote Intertextuality through connections with the text and others.

Instructional Conversations Theory. Lastly, Goldenberg (1993) discusses the importance of Instructional Conversations as a supportive strategy for interactive read-alouds. Instructional Conversations should be educational and conversational; both developed to stimulate learning and conversation so it appears to be natural during

exchanges. He suggests that Instructional Conversations should be engaging and relevant to the students. During the discussions all individuals must be part of the discussion, however, there should be no one person dominating the discussion. However, Goldberg continues by explaining that individuals should be responsive and add to, disagree with, or further ideas shared.

The teacher's role during Instructional Conversations is to make connections between the contributed ideas that will highlight the goals and to use students' background knowledge to build understanding (Goldenberg, 1993). Therefore, instructional Conversations support the interactive read-aloud approach because they promote discussion and engagement from the students.

In summary, there are four major theories that support interactive read-alouds: Transactional Theory, Intertextuality Theory, Conditions of Learning, and Instructional Conversations. With these theories incorporated during interactive read-alouds, researchers and teachers can explore the benefits of interactive read-alouds for students.

#### Benefits of Interactive Read-Alouds

Interactive read-alouds can provide many benefits to students. Laminack and Wadsworth (2006) discuss these benefits which include, promoting vocabulary and interest in language, modeling language use, building background knowledge, encouraging students to love reading, giving all learners the same level of knowledge, fostering comprehension, extending the reader's worldviews, modeling visualization, and offering opportunities to engage in multiple genres and topics. For the purpose of this

capstone I will focus on the five specific benefits of interactive read alouds that I have researched more deeply. They include:

- Building comprehension
- Understanding of story structures
- Encouraging oral language
- Promoting engagement
- Building community

Building comprehension. One obvious benefit of interactive read-alouds is that they can promote comprehension. Through questioning before, during, and after reading, a teacher can promote better understanding of the text. Interactive read-alouds allow students to make connections, ask and answer questions, and draw conclusions in a group setting to help foster comprehension. According to Morrow (1990), interactive read-alouds are most helpful when adults and students are engaged in conversation that promotes understanding and meaning from the text. When social interactions occur during read-alouds, it affects the students' ability to access information, emote feelings, and learn skills from the book.

In addition, modeling comprehension skills and strategies is a critical part of read-alouds. Morrow highlights that interactive read-alouds can promote greater understanding of vocabulary, comprehension skills and decoding. She believes students' comprehension can improve with the use of instructional strategies that are modeled and taught through read-alouds (1990).

Understanding story structure. Another benefit of read-alouds is how students can gain an understanding of story structure. As students listen to the story read aloud, they develop an understanding of story structure and text features. During the reading, a teacher demonstrates the skills and concepts that students will use when they read on their own (Meller, Richardson, & Hatch, 2009). While reading aloud to children, the reader models structures of print, text features, and how a story works. Students can gain understanding for grammar during read alouds by listening to the language modeled correctly by the teacher (Trelease, 2001). Meyer, Stahl, and Wardrop (1994) agree and explain that interactive read-alouds help improve students' ability to understand grammar and vocabulary. In addition, they add that interactive read-alouds also develop academic language by encouraging the development of concepts of print and text features. Lastly, they believe that reading aloud interactively to students can increase their excitement to read.

Encouraging oral language. As was previously quoted, "When we read aloud to children, we fill the air and their ears with the sound of language" (Laminack & Wadsworth, 2006, p.1). Furthermore, Meyer, Stahl, and Wardrop (1994) share that conversations during read-alouds promote and develop students' vocabulary and comprehension. They contend that interactive read-alouds promote oral language experiences such as they lead to whole class conversations around text through Grand Conversations and whole class debates.

Additionally, Delacruz (2013) and Fountas & Pinnell (2006) agree that interactive read-alouds help develop students' ability to listen, speak and promote language



development. At the same time, read-alouds support students' oral reading development through listening to the teacher model fluent reading (Miller & Kelly, 2014; Routman, 2003).

Promoting engagement. In 2007, McGee & Schickedanz shared that studies have found that interactive read-alouds that incorporate students' engagement through asking and answering questions and making predictions were most beneficial. They also revealed that, as a result of students' involvement in the interactive read aloud, their language and comprehension skills improved, as did their understanding of story structures, and subject knowledge.

Additionally, Morrow and Smith (1990) suggest that people learn best when they are actively a part of the learning. Therefore, in interactive read-alouds, students' understanding and knowledge is based on the level of engagement with the text. In short, interactive read-alouds provide many opportunities that stimulate engagement.

In my own classroom, I have found that interactive read-alouds engage my students and capture their attention. The students are often excited to read a book and enjoy listening to the story. Later in this chapter, I will discuss engagement and its value with interactive read-alouds.

Building community. The final benefit I will discuss of reading aloud interactively to children is how it can develop a sense of community. During an interactive read-aloud, the students share a common experience which often results in building community. For example, laughing together, building background of the literature, exploring themes, and having conversations about the text. According to Fox

(2013), not only do interactive read-alouds provide great academic support, they also stimulate a sense of community within the classroom. She believes that reading together creates a feeling of family by sharing the same experiences through reading a text together as a group (2013). Furthermore, when students engage in discussion around the book it deepens the community due to students' ideas and connections being shared.

Similarly, Wiseman (2011) supports the notion and concludes, during conversations about the text, the teacher and students confirm each other's ideas, and provide suggestions and compliments which promote a positive classroom community.

Interactive read aloud benefits summary. In this section, I explained the definition and highlighted significant benefits of interactive read-alouds. Adams (1994) summarizes by explaining that reading aloud to children daily and interactively encourages them to understand how books are structured, that they have words which are formed by letters, and that books are used for different purposes: to teach and to use for enjoyment. In addition, Delacruz (2013) reveals that, through guidance and support from the teacher, read-alouds promote understanding and reading strategies that students can apply to their independent reading and writing.

To summarize, these benefits of interactive read-alouds can take place when students are involved in purposefully planned and proper implementation of interactive read-alouds. In the following section I will present research that supports my research question: *How do interactive read-alouds promote engagement and oral language development in kindergarten?*, by discussing the common practices and steps of planning and implementing interactive read-alouds.

### Common Practices in Interactive Read-Alouds

Delacruz (2013) insists, before implementing an interactive read-aloud, the teacher needs to be intentional with their planning. After collecting data through interviews Delacruz (2013) states, “That teachers plan and base the text according to state academic content standards, themes and students’ needs (p 24).

I have noticed in my own teaching that often times, interactive read-alouds tend to be one of the first things that get overlooked by the demands of other content that needs to be taught. Miller and Kelly (2014) suggest that one way to incorporate interactive read-alouds in the classroom is by having it at the end of the day. Furthermore, they suggest writing interactive read-alouds into lesson plans and thinking about how the interactive read-aloud supports instruction or community building. Once the teacher has a time for interactive read-alouds built into their day, then they can look at the elements of planning a purposeful interactive read-aloud.

Planning an interactive read-aloud. There are many steps to planning an interactive read-aloud which include text selection, goals or strategies to be taught, questioning and student involvement, and connecting the story to students’ lives.

The first and one of the most important parts of planning an interactive read-aloud is selecting a text. Barrentine (1996), Wiseman (2011), Fountas & Pinnell (2006) agree that the book should be a book that includes rich language and would be interesting for the students. It should include engaging characters and plots and have many levels of meaning. The book should also provide enjoyment and opportunities for learning. Trelease (2001) agrees and adds that unfamiliar books should be chosen to engage and

interest them. Furthermore, Fountas and Pinnell (2006) highlight the importance of the text connecting to the curriculum. McGee & Schickedanz (2007) agree and expand that the books used should have stories that provide opportunities for inferring, predictions, cause and effect, strong character elements, and rich vocabulary. Additionally, Wilhelm (2004) suggests that a teacher should choose books that have many pictures that will lend to having multiple opportunities to model thinking aloud about images and practicing visualization.

Before the teacher can decide on reading goals and strategies to teach during the read aloud the teacher needs to familiarize themselves with the text (Delacruz, 2013; Miller 2010). Barrentine (1996) agrees with Delacruz and Miller and suggests, a teacher should read the book multiple times. She also explains that the teacher needs to take the time to really understand all the elements of the story; such as characters, structure of the text, the storyline, the language used, setting and the illustrations.

After reading the book and becoming familiar with the story the teacher can think about the goals and strategies for the students and how those goals align with the book selected (Barrentine, 1996; Miller 2010). Delacruz (2013) highlights after reading the book, the teacher should decide on a teaching point, based on students' reading targets, which can be modeled and prompted throughout the book. When planning an interactive read-aloud, the teacher needs to consider which construction of meaning strategies can be used to help students in the meaning making process (Barrentine, 1996).

The next steps in planning an interactive read-aloud is determining which questions to ask, where to incorporate student engagement strategies, when to model

thinking, and when to incorporate discussion. Barrentine (1996) believes that the teacher needs to consider the spots to stop and help the students make sense of the story. Miller (2010) agrees with Barrentine and adds that it is important to think about the spots where the teacher wants the students to engage with the text and how they will do that. As McGee and Schickedanz (2007) discuss interactive read-alouds, they propose that the teacher ask questions about details in the story to foster students' thinking and elicit conversations and responses that are more than one word. Furthermore, Barrentine (1996) suggests teacher should think about the places to have the students discuss or the teacher should model to help students better understand the text. Barrentine also proposes that teachers, carefully consider how to word the questions and comments that will be used to promote conversations about the story.

Wiseman (2011) and Routman (2003) suggest that thinking aloud shows how the teacher comprehends the story and models ways of understanding the book, which helps students discover and make meaning of texts as they read. Fountas and Pinnell (2006) state, "How often to stop is your decision, but don't make too many. A few targeted or spontaneous stops will enrich the experience. You will not want to stop so often that you interrupt student's comprehension of or engagement of the story, but these brief dialogues have great instructional value." (p. 225). They continue by explaining that, during planning a teacher should also find places to stop and model engagement of the text by sharing connection or idea. I will discuss teacher modeling further in the next section, implementing interactive read-alouds.

The last step in planning an interactive read-aloud is to connect the story to the students' lives. Wiseman (2011) implies that providing students with opportunities to make connections between their lives, experiences and the text allows students to develop their background knowledge and build their story ideas through conversations.

Barrentine (1996) and Fountas & Pinnell (2006) agree and suggest that at the end of the reading, plan for opportunities for students to explore the text and make connections through discussion or activities.

Before transitioning into the next section, Fountas and Pinnell (2006) highlight one more consideration for planning. They suggest that during interactive read-aloud planning, a teacher can mark the page numbers or use a post-it note to remind them of where to stop to have student engage in conversation about the text. Delacruz (2013) agrees and adds; that the teacher often use sticky notes to indicate a spot in the book where they want to remember to stop and ask a question, model the teaching point, or highlight a certain element in the book.

In this section I discussed five important steps for planning an interactive read-aloud. Text selection, determining goals and strategies to be taught, questioning and student involvement, and connecting the story to students' lives are the elements to consider when purposefully planning interactive read-alouds. In the next section, I will discuss the important elements to include when implementing an interactive read-aloud.

Elements of implementing interactive read-alouds. There are many things to consider and think about when implementing an interactive read-aloud. For this capstone project, I will focus on the elements of building background knowledge, provide ongoing

interactions, focusing on response and balancing talk and text, and lastly, engaging students with strategy demonstrations.

The first step when implementing an interactive read-aloud is to trigger background knowledge and make connections to the book that will be read (Barrentine, 1996). Students use their background knowledge and experiences to connect and make meaning of the text (Miller, 2010). I have noticed in my own teaching, that when I build background knowledge and make connections before reading a book, my students seem more engaged and able to understand the text better.

The next element for implementing a read aloud is to provide ongoing interactions. Routman (2003) explains that talking with a partner about the text allows the students to think more about the text. These partner conversations can increase engagement which in return, can increase achievement. Routman also contends that, when students are engaged in conversations, they listen and talk more and their collective thinking and talking fosters deeper understanding. Wiseman (2011) and Barrentine (1996) agree with Routman and add, that when students have opportunities to be part of a conversation about the text and learn together as they read the text, they construct meaning together. Specifically, Barrentine (1996) asserts that conversations can help students' thinking and the teacher can provide opportunities for student to share ideas about a spot in the book, to help students better understand (Barrentine, 1996). This element, ongoing conversations, is one thing that distinguishes read-alouds from interactive read-alouds.

Another element of implementing interactive read-alouds is to incorporate discussion and balance the amount of talk and reading. According to Barrentine (1996), there are multiple opportunities for students to share their ideas and think about the text with their peers. One criticism, Barrentine noted, for interactive read-alouds is that sometimes there is too much responding to the text, which can take away from the flow of the text. Delacruz (2013) agrees with Barrentine, that the teacher needs to be mindful of finding the balance of dialogue and reading.

The last element of interactive read-alouds is that they incorporate multiple opportunities for the teacher to model reading and comprehension strategies and engage students in conversations that will build upon these skills or strategies. These strategies and skills are modeled and learned as a class, therefore, all students are engaged (Barrentine, 1996). McGee & Schickendanz, (2007) suggest that during interactive read-alouds, the teacher talks as they read to model their thinking and explain this modeling helps the students understand and notice what the teacher is predicting or inferring and how they are making connections and processing what is going on in the story. Furthermore, McGee & Schickendanz believe that this process helps the students' interpret and understand the text by sharing ideas that likely would not be natural for the reader. Teacher modeling and talk aligns with the concept of scaffolding. Next, I will briefly discuss the importance of scaffolding and how it relates to interactive read-alouds and teacher modeling.

According to Meller, Richardson, and Hatch (2009) during the read aloud, the teacher demonstrates the skills and concepts that students will use when they read on



their own. An interactive read-aloud scaffolds learning, using a gradual release method. The teacher leads and guides discussions, questions the reading and gradually releases more control to the students. As a result, the students will eventually transfer the strategies and skills to their own learning. According to Delacruz (2013), interactive read-alouds are a way to provide opportunities for students to participate in learning that will prepare them to use skills needed when reading independently.

Scaffolding also allows the student to feel comfortable sharing their thoughts and ideas and encourages them to take risks. Scaffolding is a crucial element to incorporate during interactive read-alouds and can help struggling readers be successful. As Delacruz (2013) explains, scaffolding also promotes students understanding and abilities. Furthermore, according to Miller & Kelly (2014), interactive read-alouds allow students to be immersed in a story, with the guidance and support from the teacher, to help with comprehension, vocabulary and contextualizing words. Additionally, Adams (1994) contends that reading aloud to children is the most valuable activity for scaffolding the skills and understanding needed for reading.

Steps for implementing interactive read-alouds. Before reading the text, the first step to implementing an interactive read-aloud, is to build background knowledge, introduce the book, pre-teach vocabulary and state the goal of the reading. As stated before, an important part of an interactive read-aloud is to trigger background knowledge and make connections to the book that will be read (Barrentine, 1996). The teacher provides a few comments that get students attention and promote thinking about the text

(Fountas & Pinnell, 2006). Another consideration is to introduce the book by telling the title, author, and illustrator using those terms (Miller, 2010).

The second step to implementing an interactive read-aloud is teacher modeling and student discussion. The teacher models thinking and understanding by showing how to read, comprehend, and interpret a story (Wiseman, 2011). Likewise, the teacher reads the book aloud and stops occasionally to model thinking or ask a question to engage the students in thinking and talking about the text (Fountas & Pinnell, 2006). While thinking aloud and reading the text, the teacher shares the clues that develop their and images (Wilhelm, 2004).

As Wiseman (2011), emphasizes, modeling is a significant part of reading development because students learn many comprehension strategies and skills. During the reading, the purpose is to develop a place where students feel like they are actively engaged in making sense of the text through the discussions and thinking (Miller, 2010). Furthermore, the teacher models and thinks out loud what they are visualizing, therefore, helping the students develop their ability to visualize images as they read (Wilhelm, 2004).

During the reading, the teacher will pause and model their thinking about the text and encourage the students to interact. These pauses are specifically planned to incorporate the students in thinking and talking about the text (Fountas & Pinnell, 2006). The teacher guides students understanding and talk about the text while the students are actively engaged with the text and conversations about the text (Delacruz, 2013).

The other step while reading the text is incorporating discussions during the reading. The discussions that take place during interactive read-alouds help the students with skills needed to make meaning of the text and help with their ability to interact with the story (Barrentine, 1996). In addition, McGee and Schickedanz (2007) imply analytical talk is focused talk about the story including asking and answering questions, predicting, making connections, and inferring. Fountas and Pinnell (2006) suggest students share ideas and thoughts in partners or groups which helps students stay engaged, think about the text, and share their ideas about the text. They also explain that, when students are engaged in productive discussions about rich texts, they build comprehension, expand their vocabulary, and learn more about structures of texts.

The last step in implementing an interactive read-aloud after reading the text is facilitating a closing discussion and restating the goal of the interactive read-aloud. After the text has been read, Fountas and Pinnell (2006) suggest that the teacher facilitates student conversation about the text by providing opportunities to talk about connections, ideas and meaning of the text. Interactive read-alouds are a key to being successful with close reading, Grand Conversations and debates. Shedd & Duke (2008) agree that discussions after reading are important and suggest finding a place to keep books read aloud, so that students can read them again. When implementing an interactive read-aloud, the teacher needs to be mindful of the steps before, during, and after reading the text.

#### Common Practices of Interactive Read-Aloud Summary

In this section I will discuss the definition, purpose, theories, benefits, and common practices for planning and implementing interactive read-alouds. Interactive read-alouds highlight specific skills and strategies which result in helping student gain important information about reading (McGee & Schickedanz, 2007). Wiseman (2011) agrees that interactive read-alouds are crucial learning experiences for beginning readers because the teacher and students demonstrate and scaffold comprehension strategies, engage readers, and create a community of learners. “There seems to be no magic in just reading to children. Instead, the magic comes as you engage them with print, and it is the engagement with print that helps children become readers” (Meyer, Stahl, & Wardrop, 1994, 83). In the following section of this literature review, I will focus on the oral language development of students and how interactive read-alouds promote and encourage this process.

#### Introduction to Oral Language Development

In the previous section, I discussed the benefits and value of interactive read-alouds. My question “*How do interactive read-alouds promote engagement and oral language development in kindergarten?*” focuses on how interactive read-alouds can promote and encourage oral language in students. In this section, I will discuss the elements and aspect of oral language development. First, I will define and share the stages of oral language. Next, I will discuss the theories related to oral language development. Lastly, I will focus on the importance of oral language development, aspects and implications on literacy instruction in the classroom.

Definition and development of oral language. Pinnell and Fountas state, “Language is a child’s most powerful learning tool” (2011, p. 188). Kirkland and Patterson (2005) agree and further suggest that oral language is vital to a child’s development of listening, speaking, reading, and writing. Similarly, Vygotsky (1978) believes oral language is the most important way for children to present thought in child development. Through oral language children can plan, sequence, and regulate others and their own behavior.

Shanahan and Lonigan (2013) define oral language as the skill to make and understand verbal language, including semantics and syntax. Furthermore, Roskos, Tabors, & Lenhart (2009) suggest oral language comprehension is the skill to listen and answer with understanding. Children need to actively pay attention and listen in order to comprehend oral language. They also need to be able to connect their new knowledge to what they previously knew. Lastly, City (2014), suggests that talking is a method used to see what students are learning and thinking.

Morrow (2005), explains that language is obtained by moving through specific stages and children learn the rules and structures of language throughout these stages. Dever & Falconer (2008) describe six stages in the development of expressive language as follows:

- *Crying* is the first stage of communication. Children communicate what they want or need.
- *Babbling* is done for enjoyment and often includes strings of sounds. Eventually it begins to sound like words.
- *Holophrastic speech* is one word utterances. This is used to identify items for social engagement.
- *Telegraphic speak* is combining two words. Children begin to put words in structure order indicating they understand some rules of language.

- *Vocabulary development* progresses throughout stages and during this stage children start to apply more rules of language and are able to form sentences.
- *Grammar and syntax development* is the stage where children learn how to put words together and communicate their thinking.

Furthermore, Roskos, Tabors, & Lenhart (2009) suggest from the moment of birth, children are immersed in language through their families. They learn through the use of words from their families and create their own grammar style to connect and modify words. By the time children are four years old, most children are able to understand the rules of language and use the language for social conversations, wants, inquiring, stating, and playing.

Conditions of oral language. Language development happens while participating in discussion both as the speaker and listener (Hall, 1987). In addition, Hall explains that children learn language through situations and experiences that provide meaning and context for the use of language. Hall also concludes that oral language occurs when the following conditions are present:

- Children are the main participants in creating oral language.
- Parents assist in oral language but seldom explicitly teach it.
- Language is part of all contexts of the child's daily life.
- Children develop language through meaning and comprehending the world around them.
- Conditions for learning language is the same as those of understanding the world
- Social interactions are crucial for oral language development.
- Children understand language as they use it to explain aspects of their lives and lives of others.
- Language is learned through holistic experiences that the child initiates.

Furthermore, Jensen (2008), suggests that language development is stimulated by listening to millions of words, whole sentences, seeing words as well as hearing them, speaking, and making specific identification.

Theories of oral language development. There are many theories that influence oral language. For the purpose of this capstone, I will focus on the Social Constructivist Theory and Halliday's Theory of Language Development. Pantaleo (2007) suggests the Social Constructivism offers a theory model for comprehending how people make certain ways of knowing, thinking, and interacting in the world. According to Morrow (2005) the Constructivist Theory was developed based on Piaget and Vygotsky's works. This theory suggests that children are the creators on the foundation of innate rules and ideas. He contends that constructivists believe language is a social method and requires the child to interact with others. Furthermore, he believes that errors are part of the language development and that not all children learn at the same rate. Morrow also contends that the child's progress depends on their social and cultural background and experiences. In addition, Pantaleo (2007) asserts that children make a language system out of their understandings and experiences with the world.

To add to this discussion, Morrow shares that Halliday suggests that language development is a process in which children learn how to make meaning. He believes that what a child does during conversations has meaning and that meaning can be turned into language. Therefore, language development is based on function of what can be done. Language is learned when it is appropriate and purposeful. Halliday also describes seven functions for language in children: to fulfill a necessity or to get things done, to regulate a

behavior, to get along with others, to share about themselves, to learn things, to create imagination, and to provide information to others (Morrow, 2005).

Importance of oral language. There are many important factors of oral language. Purposeful interactions challenge children to share their opinions, to reason, to create possible scenarios, to share concerns, to make conclusions, to ask questions, to compare, and to listen and react to others (Allen, Evans, Dewsbury, & Western Australia Education Department, 1994). For this capstone project, I will focus my research on three areas of importance:

- Oral language is a precursor to reading
- Writing creates and fosters ideas, thoughts, and understanding
- Social interaction

Language development is one of the first elements toward being able to read and write (Morrow, 2005). The importance of oral language is that it is a precursor for conventional reading skills especially reading comprehension (Shanahan & Lonigan, 2013). Fisher and Frey (2014) agree and add that the person talking is most likely engaged in thinking and talking which assists reading and writing development.

Meaningful conversations that include talking and listening create opportunities for children to examine their ideas and make changes to their thinking and understanding (Allen, Evans, Dewsbury, & Western Australia Education Department, 1994). Pantaleo (2007) suggests that sharing thoughts and ideas orally with others allows children opportunities to practice and examine their ideas. Children can improve their



understanding of themselves and the world when they listen to their own talk and the talk of others.

Pinnell and Fountas (2011) suggest another importance of oral language is that social interaction is needed to succeed in work and personal life. Through discussion, people develop relationships and can get things accomplished. Furthermore, in elementary and middle school, students are learning how to interact with others in ways that are encouraging. They develop the social rules that make communication successful.

Implications in the classroom. There are multiple implications to consider in the classroom regarding oral language. The three implications in the classroom I will present are:

- City's elements for a meaningful discussion
- The teacher's need for providing engaging and meaningful activities
- Teacher support to build oral language in a classroom

City (2014) suggests there are four elements that must be balanced in order to have a meaningful discussion: safety, challenge, authentic participation, and ownership. Students must feel safe to share ideas and thoughts and take risks. Secondly, students need to have challenge, making sure it is not too easy or too challenging. The next element is authentic participation. Students need to be active participants by sharing and listening. The last element of a meaningful conversation is ownership. Students need to feel they are in charge of the conversation and that they are driving the conversations.

Additionally, Pantaleo (2007) suggests another implication of the classroom is the teacher needs to provide engaging and meaningful activities and materials that will give

students the experiences to use language for various purposes. The classroom should also foster language as a tool for learning; learning by pursuing information, sharing thoughts, fulfilling interests, creating relationships, and making connections between new and past understandings (Evans, Allen, Dewsbury, & Western Australia Educational Department, 1994). McMahon (1996) expands these ideas by adding that students can learn the significance of making connections and deepen their capability to relate texts to themselves through conversations with peers.

Another implication in the classroom is providing support for students. Fisher and Frey (2014), suggest language support in the classroom is important for students who do not know how to form or verbalize their own thoughts. McMahon (1996) adds that during class discussion the teacher needs to provide instructional guidance in how to converse and what to talk about. Furthermore, the teacher may need to help support the students' conversations by directing what is being discussed and the flow. Additionally, Fisher & Frey (2014) believe that teacher support can be provided through sentence frames, teacher modeling, word walls, audio devices, and peers.

Oral language and interactive read-alouds. In this section, I will present the connection between oral language and interactive read-alouds. Children's oral language ability increases when someone reads to them, asks engaging questions, explains, and encourages sharing of their thoughts (Roskos, Tabor, & Lenhart, 2009). Shedd & Duke (2008) agree and report that daily read-alouds are essential in children's language and literacy development. According to Jansen (2008), reading aloud to a student is the easiest way to make sure they have the amount of vocabulary instruction for the day.

Next, I will discuss the benefits of interactive read-alouds to promote oral language development. These benefits include: the importance of teacher modeling, scaffolding and conversations during interactive read-alouds.

Benefits of interactive read-alouds that support oral language. Meyer, Stahl, & Wardrop (1994) suggest that experience with texts through interactive read-alouds promotes students understanding and use of words and text structures. They continue to explain that students understanding in the language of literature will increase. Wiseman (2011) highlights Sipe (2008), when explaining that interactive read-alouds are an important tool for learning about structures and features of text, promoting oral language development and dialoguing. Likewise Routman (2003) believes read-alouds provide opportunities for students to hear rich language of stories and text that are too difficult or they would not normally choose to read. Read-alouds also help students learn grammar, vocabulary, new information and how texts and written language work. She emphasizes that these are especially highlighted when the background of the text is discussed and students are actively participating and discussing the text. For example, a book that has a rich story can help students better comprehend vocabulary, flow, and text features. Additionally, students can discover structures of stories (Fox, 2013). To summarize, Pinnell and Fountas (2011) suggest, when students are immersed in interactive read-alouds, they listen and hear the patterns of written language, understand how text works, and extend their vocabulary.

During interactive read-alouds the teacher model and encourage oral language. Interactive read-alouds support students' oral reading development through listening to

the teacher model fluent reading (Miller & Kelly, 2014; Routman, 2003). In this process, the teacher can also present questions about the details of illustrations to foster students thinking and talk about vocabulary. Furthermore, the teacher can expand students thinking by asking them to explain their thinking (McGee K& Schickendanz, 2007). To add to this discussion, Dollins (2014) suggests that children learn as many words by listening to an interactive read aloud as they do with independent reading.

During interactive read-alouds the teacher poses questions that foster discussions. Conversations during interactive read-alouds promote and develop students' vocabulary and comprehension (Meyer, Stahl, & Wardrop, 1994). Dollin (2014) suggests that open ended questions provide more opportunities to think and try out language. Furthermore, she contends the teacher can carefully and purposefully ask questions that will force the students to provide more thoughtful response which helps build comprehension of the text. Additionally, open ended questions also promote students to use complete sentences for responses. Shedd & Duke (2008) agree and disclose that open-ended questions that promote responses that are more than one word and that discussion between the teacher and students, help in the development of language and vocabulary. In addition, Pinnell & Fountas (2011) suggest that students learn best when they are involved in listening and discussing with peers. They further highlight that communication is important in better understanding texts.

#### Oral Language Development Summary

Interactive read-alouds can help promote and build oral language. In this section, I defined and identified the stages of oral language development. Then I discussed the

theories of Social Constructivist Theory and Hallidays' Theory of Language Development related to oral language. Next, I shared the importance of oral language and implications in the classroom. Lastly, I discussed the connections between interactive read-alouds and oral language development. In the following section, I will discuss what engagement is, theories that support engagement, and the connection between engagement and interactive read-alouds.

### Introduction to Engagement

Engagement is an important element in connection to achievement. My research question: *How do interactive read-alouds promote engagement and oral language development in kindergarten?*, explores engagement in connection to interactive read-alouds. While reviewing the research, I found there are many ideas on the meaning of engagement. For my capstone project I will use how Guthrie, Van Meter, and their colleagues (1996) describe engagement as the combined working of motivations and strategies. Furthermore, Guthrie and Cox (2001) define engagement, as “Students who are intrinsically motivated to read for the knowledge and enjoyment (p. 284). Jensen (2013) suggests, students that take ownership of their learning will start to be engaged which will ultimately result in growth of their achievement.

Importance of engagement. Engagement needs to take place for learning to happen (Cambourne, 1988). Jensen (2013) suggests it is important to have fixed attention to learning. Additionally, he implies that we naturally are distracted by moving objects or changes in environment. Cambourne (1988) contends that without engagement during a demonstration or teaching, the learner will not retain the information. In addition,

Morrow and Smith (1990) explain that people learn best when they are actively a part of the learning. Therefore, in interactive read-alouds, students' understanding and knowledge is based on the level of engagement with the text.

Social Cognitive Theory. There are many theorists and theories that surrounding engagement. Wigfield (1997), shared there are many theorists who suggest individual's beliefs, values, and goals are an important factor in achievement.

According to Shunk & Zimmerman (1997) Bandura developed the Social Cognitive Theory which indicates people's behaviors depend on shared exchanges among thoughts and beliefs, behaviors, and environmental factors. It also suggests that thoughts, beliefs, and environmental factors are connected and can affect each other. Furthermore, Bandura believed there is a connection between students' self-efficacy beliefs and their behaviors. According to Wigfield (1997), self-efficacy is a person's belief about being able to do something. Shunk & Zimmerman (1997) suggests, there are many influences on motivation, such as self-efficacy, skills, and knowledge of a subject, expectations, and one's idea of the value of learning. They also assert that the belief that one can do something affects behavior. As a result, students gain confidence in their behaviors or goals, they build their self-efficacy. Therefore, self-efficacy greatly affects a student's ability to learn and succeed (Shunk & Zimmerman, 1997).

The Social Cognitive Theory and the concept of self-efficacy affect engagement, because if a student does not believe they can do the task, they will disengage. Shunk and Zimmerman (1997), suggest that modeling a task allows students to see the activity

performed, therefore, students feel more successful to do it themselves. Most importantly, models can lead to students believing they can read and be successful.

Conditions of Learning in relationship to engagement. As previously discussed, Cambourne's Conditions of Learning (1988) reveal that engagement is essential during demonstrations. In order for learning to happen, engagement needs to take place. Furthermore, Cambourne developed four principles of engagement.

The first principal is that students need to believe they are capable of learning or be a part of the learning. Children need to see themselves as capable 'doers' of the task before they will engage. When a student does not believe they have potential to do the learning, engagement is unlikely. The second principle is that engagement will happen when students see the purpose of the learning. Having a purpose for the tasks gives them motivation to be engaged in the learning. The third principle is children will engage with a task when there is little risk or they know they will survive the risk. Therefore, engagement will be avoided if the risk seems too great. The fourth principle suggests that learners will engage in an activity that is being demonstrated by someone they trust.

Through these theories, Social Cognitive Theory and Cambourne's Conditions of Learning we can better understand the need to engage students in the classroom. When a student feels they are able to achieve and believe in themselves they will be engaged and likely try the learning activity. Riggs & Gholar (2009) also suggest that students must have motivation, will, and effort in order to be engaged.

Motivation. Motivation is important for child's reading development and learning (Guthrie & Cox, 2001). Cambria and Guthrie (2010), define motivations "as values,

beliefs, and behaviors surrounding reading for an individual” (p. 16). Riggs & Gholar (2009), reveal that when students feel or believe that the learning is worth the work, then they will do it and sometimes go beyond the expectation. Additionally, Cambria and Guthrie (2010), identify three motivators that promote student reading:

- Interest
- Dedication
- Confidence

First of all, interest is an intrinsic motivation that allows a child to enjoy increase aspects of reading. Secondly, being confident in oneself is connected to success. Confidence or lack of confidence can push student towards or away from reading. Lastly, dedication is a factor in motivation. Dedication is connected to will and is shown through persistence, value, and planning.

There are two types of motivation; intrinsic and extrinsic. Intrinsic motivation refers to being motivated to do an activity by oneself, without any outside (Wigfield, 1997). Furthermore, Sweet (1997) explains intrinsic motivation as when a person *wants* to engage in an activity. Wigfield (1997) also contends that intrinsic motivation is being *fully* involved in a task. In contrast, he explains that extrinsic motivation refers to being motivated by outside or external reasons. Additionally, Sweet (1997) describes extrinsic motivation as a person receiving an incentive or expected outcome for engagement. She also suggests that the practices and classroom management procedures that a teacher implements, affect student motivation. She further reveals that it is important for a



teacher to be aware of their practices and procedures and provide more opportunities for intrinsic motivation than external motivation.

Promoting engagement in the classroom. Teacher cannot teach these characteristics but they can promote engagement through creative and authentic teaching (Riggs & Gholar, 2009). Jensen (2013) suggests five rules for engagement for the teacher. To promote engagement a teacher should “upgrade their attitude, build relationships and respect, get buy-in, embrace clarity, and show your passion” (p. 22).

Furthermore, Riggs & Gholar (2009) developed aspects needed for engaging lessons. They reported that when lessons are “personally relevant, appropriate (to student’s developmental level), authentic (intellectually intriguing), challenging yet safe (without fear or potential for embarrassment), collaborative, flexible (providing student a number of ways to demonstrate learning) and adaptable (offering appropriate options) they are engaging” (p. 21).

Additionally, Guthrie and Cox (2001) found seven factors that contribute to engagement. These include: learning and knowledge goals, real-world experience, interesting texts, providing choice, strategy instruction, collaboration support, and evaluation. Most of these factors are part of interactive read-alouds which indicate interactive read-alouds, if planned and implemented effectively, support engagement. Although the teacher cannot actually teach engagement and motivation, they can promote the circumstances and conditions for engagement through developing creative and engaging lessons.

Promoting engagement through interactive read-alouds. It is essential to engage students' attention while reading a story (Adams, 1994). Shedd & Duke (2008) provide three considerations for how to engage student during read-alouds:

- Sit so all students can see the book and have the students sit close.
- Minimize distractions so each child can focus during the read aloud
- Plan ways to alter your tone of voice and change your voice for each character.

Furthermore, Sipe (2002) describes there are two ways student show expressive engagement during read-alouds. He suggests, students' engagement can seem passive or dazed by a story. It can also be expressive and vocal through words and actions (Sipe, 2002). In studies of read-aloud discussion in kindergarten and second grade classrooms, Sipe (2002), determined five types of expressive engagement,

- *Dramatizing* responses are verbal or nonverbal participation by interpreting the text with physical movements
- *Talking back* engagement is when children address the characters. Students begin to enter the world of the story.
- *Critiquing/controlling* expressive engagement, the children provide different characters, plot, or setting for the text.
- *Inserting* is when students add themselves or peers to the story and takes on a character in the story.
- *Taking over* is where children take over the text and manipulate it for their own desires.

Sipe (2002) continues that these responses show students are engaged and making stories of their own. Interactive read-alouds are an instructional tool that can foster engagement and learning.

As described earlier, there are many strategies and practices a teacher can elicit to promote motivations and engagement. While reviewing the research on interactive read-alouds, oral language development and engagement; three elements became most prominent in promoting engagement in interactive read-alouds:

- Background knowledge
- Teacher modeling
- Discussion

Activating background knowledge. A teacher can expect students to engage in reading, if they are motivated to read and if the task requires them to use their background knowledge (Ruddell & Unrau, 1997). Providing students with opportunities to make connections between their lives and experiences and the text, allows them to develop their background knowledge which increases engagement (Wiseman, 2011). Additionally, Riggs & Gholar (2009) share that making connections to students' lives is an important element of engagement. They contend that students will want to be a part of an activity when they have a personal connection with it. Wiseman (2011) states, "As children respond to texts, they are informed by their own lives and experiences, drawing from their own ideas to build and create knowledge within the classroom" (p. 432) She continues by explaining that it is significant to find a book that builds on students' knowledge in ways that are both relevant and appealing. In summary, to enhance

learning, students' background knowledge need to be stimulated and expanded (Ruddell & Unrau, 1997).

Teacher modeling. In previous sections, I described teacher modeling and the importance during interactive read-alouds. Delacruz (2013) suggests with teacher modeling and guidance, students are engaged and involved in the reading of interactive read-alouds. According to Bruning & Schwieger (1997) teacher modeling is one element that promotes success in students. Wiseman (2011) also explains that teacher's model thinking and understanding by showing how to read comprehend and interpret a story. Finally, Barrentine (1996) agrees and suggests teacher modeling of reading and strategies are implemented as a whole class, therefore, all students are engaged.

Promoting discussion. Barrentine (1996) suggests students' discussions that build on the text and strategies modeled by the teacher provide opportunities for all students to be engaged through conversations. Students' participation in discussion provides opportunities for students to be involved in the reading and as a result, they are engaged (Miller, 2010). Barrentine (1996) also suggests that interactive read-alouds interweave discussion into the reading which creates opportunities for students to interact with the text, peers, and adults.

Furthermore, McGee & Schickedanz (2007) shared that studies have found that read-alouds that incorporate students engagement through asking and answering questions and making predictions were most beneficial. They also explained that as a result of students' involvement in the interactive read-aloud, they improved in language and comprehension skills, understanding of story structures, and subject knowledge.

Types of student talk during interactive read-alouds. As described earlier, interactive read-alouds incorporate multiple types of talk and discussion. Sipe (2000) conducted a study on students' responses to read-alouds and he observed five types of students talk.

- *Analytical* Students interpret and analyze the text through discussion of the story language, illustrations, story's meaning, and the relationship between reality and fiction.
- *Intertextual* Students connect the story to other elements of the world (i.e. movies, books, peers).
- *Personal* Students make connections between their lives and the text
- *Transparent* Students participate in the text as if it is identical to the child's world. Often this is observed through students' calling out responses to the text.
- *Performative* Students respond in a way that seems they are part of the story and they manipulate the story.

In relationship to the types of student talk, Sipe (2000) found there were three literary impulses, hermeneutic, personalizing, and aesthetic. Hermeneutic impulse refers to students thinking and interpreting the text for comprehension and meaning. This impulse is connected to the analytical and intertextual response. The next impulse he found was personalizing. In this impulse students connect themselves to the story. This is seen through personal responses. Lastly, aesthetic impulse refers to students using the text to expand and add their own creativity and thinking to the story. Aesthetic impulse

is observed through transparent and performativity responses. To summarize, students are actively engaged in making meaning of the text in an interactive read-aloud through discussion and thinking (Miller, 2010).

As described, interactive read-alouds are an instructional strategy that can increase and promote engagement. When the teacher is purposeful in planning interactive read-alouds that include questions and strategies that build background knowledge, incorporate teacher modeling, and discussions, students will be engaged.

### Engagement Summary

In this section, I defined, described, and shared the importance of engagement. Then I shared the connection of the Social Cognitive Theory and Cambourne's Conditions of Learning and student's engagement and motivation. Additionally, I described motivation and the two types of motivation, intrinsic and extrinsic. Lastly, I presented research on promoting engagement in the classroom and focused on engagement through interactive read-alouds. To summarize, Riggs & Gholor (2009) suggest when students feel ownership in the learning, the teacher see results. Cambourne (1988) states, "Immersion and demonstrations without engagement can be compared to the useless revving of a motor." (p. 51)

### Conclusion

In this capstone project my research was driven by my question: *How do interactive read-alouds promote engagement and oral language development in kindergarten?* The literature suggests interactive read-alouds incorporate opportunities for students to build and expand their oral language as they listen to the teacher's

modeling and participate in conversations sharing their own ideas and hearing the ideas of peers. In addition, it revealed that student engagement is a valuable and important element which needs to be in place for optimal learning. Interactive read-alouds promote and encourage engagement by building background knowledge, the use of teacher modeling and questioning, and student conversation.

In the next chapter, I will discuss the setting and participants that will drive the development of my interactive read-aloud curriculum. I will also describe the methods I will use to create the curriculum accompanying student rubric, and student self-assessment. In Chapter Four, I will share my interactive read-aloud curriculum and describe aspects of its development. Finally, in Chapter Five I will reflect on the capstone process and share implications and limitations of my study. I will also explain ideas for potential future studies.

## CHAPTER THREE

### Methods

*“Language is a child’s most powerful learning tool.”*

Fountas and Pinnell (2011)

#### Introduction

In the previous chapter, I discussed research on the definition, benefits, and common practices of interactive read-alouds. I also examined the links to oral language development and engagement in students. While doing my literature review, I noticed that the research supported curriculum development focusing on planning interactive read-alouds concentrating on purposeful think-alouds and discussions to build oral language and engagement.

The importance of teacher modeling, the value of student discussion, and the use of student engagement to increase oral language development were key elements that surfaced during the literature review. These elements are all part of an interactive read-aloud, resulting in my decision to develop a purposeful interactive read-aloud curriculum for my kindergartner students.

In Chapter Three, I will discuss the process and elements I used to answer my question: *How do interactive read-alouds promote engagement and oral language*



*development in kindergarten?*. Therefore the purpose of this capstone is to present the development for a curriculum unit of interactive read-alouds for a kindergarten classroom to further promote and encourage oral language and engagement. Through the development of this curriculum, my goal is that students will increase their engagement and ability to hold conversations based on the texts.

### Setting

I teach in a first tier district in the Midwest. The school district where I teach is spread across seven communities serving over 74,000 residents. The district has nine elementary schools, three middle schools, two high schools, an early childhood center, an alternative learning center, and a senior center. The district enrolls 10,600 students with demographics that include 5,613 White (53%), 1,886 Black (18%), 1,824 Asian (17%), 1,058 Hispanic (10%), and 219 American Indian (two percent). Approximately 1,811 students (17%) receive special education services, 5,238 students (50%) receive free or reduced lunch and about 1,110 (10.4%) are English Learners (EL) encompassing 35 different languages.

I teach in a K-5 elementary school in this district that is more diverse than the district averages. My school enrolls 407 students that includes the following demographics of: 119 White (29%), 138 Black (34%), 87 Asian (21%), 52 Hispanic (13%), and 11 American Indian (three percent). Approximately 310 students (76%) receive free and reduced lunch, 58 students (14%) receive special education services, and 74 students (18%) are English Learners (EL). My school has a high mobility rate and draws from various homeless shelters and low income neighborhoods, along with multiple apartment complexes, and single family homes. The elementary school follows a self-contained, general education format. Along with the K-5 school, we offer a free

half day preschool program and after school enrichment and remedial classes. Our school has a program that instructs ELs through a combination of pull out and co-teaching push in models. The school has specialist classes (i.e. physical education, music, STEM) and partners with the YMCA to assist our students with academics and provides additional adult support.

My school uses the Responsive Classroom approach for classroom management. For the last two years, our school's professional development has focused on developing cultural and linguistic responsive classrooms to further increase engagement and participation.

Our school continues to focus on reading achievement and increasing student's reading abilities. Our district uses Columbia University's Teacher's College Curriculum and its workshop model for literacy instruction. We use RTI to address students reading needs and we developed an intervention schedule where each grade had 30 extra minutes of direct instruction based on their identified deficiencies. Currently, in the 2014-2015 school year, our professional development communities (PLC) are focusing on engagement and feedback to increase reading achievement.

This is my fifth year teaching kindergarten at this school. My grade level consists of three kindergarten classrooms with a total of 70 students. We have five intervention teachers that work with our grade level for 30 minutes each day. We also have 1.25 English Language teachers that co-teach and provide a pull out service from two kindergarten classrooms. Additionally, we have two special education teachers, one speech pathologist, one behavior specialist, a part-time social worker, a part-time school

psychologist, and Positive Behavior Intervention Specialist that work together to serve students in the kindergarten classrooms.

### Participants

For this capstone project, I will develop a curriculum of interactive read-alouds that is based on my students' needs and abilities. Currently, I have 24 students in my all day, every day kindergarten classroom. The demographic makeup of the 24 student is more diverse than the school's average, four White (16%), 10 Black (42%), six Asian (25%), three Hispanic (12%) and one American Indian (two percent). I have five (21%) English Learners (EL). Two of them are newcomers to the United States and have very limited English. Students who receive special education make up eight percent of the class, or two students. One of the students is considered special education due to a speech deficits, and the other student is classified as special education in regards to a learning disability or an emotional, behavior disorder (EBD). Within my classroom I have 13 females (54%) and 11 (46%) males. In our district we do not have a program that identifies gifted and talented students at the kindergarten level.

At the beginning of the year, my grade level administered a one minute timed test to gather information on students' letter name and sound knowledge. 50% of students met grade level expectations for identifying letter names and nine percent met for identifying letters sounds. Recently, my grade level again administered this test and found that 67% of students are at grade level for letter names and 30% for identifying letter sounds.

My background knowledge and motivation to create a curriculum and the information depicted through the setting and participation sections of the district, school, and classroom reveals students can benefit from building oral language through interactive read-alouds to promote engagement. Therefore, this curriculum will support students as they increase their ability to have meaningful discussions around texts.

### Methods

For this capstone project, I developed an interactive read-aloud curriculum, using the research from Chapter Two as a guide, for my capstone project. To answer my question: *How do interactive read-alouds promote engagement and oral language development in kindergarten?*. I developed 10 lesson plans for interactive read-alouds that are approximately 10-20 minutes and will build oral language skills and promote engagement around the study of characters. In addition, Appendix H includes an annotated bibliography of the texts I used for the interactive read-alouds.

The first thing I did as I developed my interactive read-alouds was I used my knowledge of my students' abilities and interests to select texts. I selected books that incorporated elements of character work as character study is a common theme throughout my district's reading curriculum. My intentions were to create a character interactive read-aloud curriculum that could be used throughout the year in a kindergarten classroom. This curriculum unit was also designed to help build and enhance skills and strategies developing around understanding characters in text that are being taught through the district's curriculum.

To help me develop and organize my interactive read-alouds, I created a lesson plan template for interactive read-alouds (Appendix C). This lesson plan template includes elements that were highlighted in Chapter Two. For example, it includes a strategy focus with a learning goal that is aligned to state standards, opportunities for student engagement through teacher modeling and student activities, oral language development through student and teacher discussion and the use of sentence frames. Additionally, I created a pacing guide for my curriculum to help scaffold the teaching points and promote oral language development (Appendix B).

Furthermore, based on research from the literature review, I used the method of post-it notes to mark up the books for teacher reference. To help organize the post-it notes and make them be more easily accessible I designed a post-it note template (Appendix D). Teachers can use this to type up the post-it notes and have them for future reference.

To help promote oral language development I created a classroom reading log to highlight the books that the class reads together (Appendix F). This log also provides a basket to place books that were read aloud to students so they could access them to read individually or with partners (Appendix E).

To determine if my students were engaged in discussion about the book and to determine their understanding I provided my students with a self-assessment survey (Appendix G). I also kept a reflective journal on the process of creating my interactive read-aloud curriculum (Appendix A).

## Conclusion

In the setting and participant sections of this chapter I discussed the information at the district, school, and classroom level. I also described the data from my classroom. These factors are what drove me to create this curriculum for interactive read-alouds to promote oral language and engagement. In the methods section, I discussed what and how I will develop my curriculum.

Next, in Chapter Four, I will discuss the process in which I created the curriculum and share an analysis of the curriculum.

## CHAPTER FOUR

### Results

*The single most important activity for building knowledge required for eventual success in reading is reading aloud to children.*

Anderson, Hiebert, Scott, & Wilkinson (1985)

#### Introduction

In Chapter Three I shared the methods that I used to develop my interactive read-aloud curriculum. These methods included the development of ten interactive read-aloud lessons, student self-assessment, and a reflective journal. These methods guided my development of my curriculum to answer my question: *How do interactive read-alouds promote engagement and oral language development in kindergarten?*

#### Developing Interactive Read-Aloud Curriculum

I began the development of my interactive read-aloud curriculum by creating a lesson plan template (Appendix A). I used the research that I shared in Chapter Two to guide my development. In each template I included kindergarten language arts benchmarks from the Common Core Standards as adopted by Minnesota. Additionally each lesson included a specific learning objective, a student friendly teaching point, a sentence frame to support oral language development: before, during and after reading

activities and a place for teacher notes/reflection. In addition to the lesson plan template, I created a post-it note template (Appendix D), to make it easier for teachers to organize the teaching prompts and notes. This template allows a teacher to type the notes and prompts and save them for future use and print readable post-it notes to use in the book.

After creating the lesson plan template, I began looking for books that would foster engagement and capture the attention of the kindergartners. I first looked at some of my favorite read alouds and then found other books that would work well for this purpose. After I began creating some of the lesson plans, I noticed that many of the books focused on character development. With the guidance of my secondary advisor, I decided to focus my interactive read-aloud curriculum unit on characters. She suggested that I look at my district's curriculum and build upon the character work currently in place. Next, I examined the units of study from my district's curriculum and choose teaching points for my interactive read-alouds that would support the curriculum. Following this process, I developed a curriculum pacing guide (Appendix B) so that it would be scaffolded throughout the year. As I thought about how I might share this curriculum with other teachers, I decided it would also be beneficial to create an annotated bibliography (Appendix H) of the books used with the interactive read-aloud curriculum. Having access to the annotated bibliography teachers will be able to find the book, read a synopsis of the book, and see the thinking behind the book selection.

### Creating Student Self-Assessment



I wanted a self-assessment (Appendix G) so I could understand my students' thinking at a deeper level. From previous experience, I knew that kindergarten students struggle to identify character's feelings and support their opinions with evidence from the text. I knew this was an area I wanted to include in my project to set students up for success and increase academic achievement. I started by including two engagement questions, (i.e.: Did you like the book? Did you talk to you partner). Next, I included visual aids so the students could easily choose one to correlate with their thinking. Then I added a section where the student would identify a character's feeling and state why that character felt that way. When implementing this curriculum, a teacher can use the student self-assessment to understand the students' ability to identify character's feelings and why they feel that way. Also, it would direct the teacher as to what elements to further model and teach. I would use this as a formative assessment to collect baseline data, provide feedback and opportunities for practice, progress monitor, and document end results. At the beginning of the year, I would model the self-assessment, provide guided practice, and eventually have student do the activities independently.

#### Analysis of the Curriculum

This curriculum was designed with the understanding and research that indicates reading to children helps promote development of reading strategies. Furthermore, when teachers explicitly model and scaffold, students will have a better understanding of how and what to do.

Additionally, this curriculum was developed based on areas of previous students' learning challenges. As I began the process, I thought about how many of my previous

students struggled with understanding characters and supporting their thoughts with evidence from the text. As a result, I focused this unit on characters and their feelings.

In regard to my question: *How do interactive read-alouds promote engagement and oral language development in kindergarten?*, the planning and design of the curriculum and its elements do answer the question. As was previously discussed, the development of this curriculum was based on research that suggested that interactive read-alouds help model and teach reading strategies. The curriculum uses a lesson plan template that was developed based on research and allows teachers to effectively model and teach reading strategies. Additionally, the curriculum focuses on ways to promote engagement by incorporating teacher modeling and student involvement through learning activities. Furthermore, the curriculum encourages oral language development through the use of teacher modeling, student discussion, and the use of sentence frames to help scaffold academic language. Future implementation and evaluation of this curriculum will provide more details in how and to what extent this curriculum answers my question.

### Conclusion

In this chapter, I shared how I created the interactive read-aloud curriculum, its supporting components and the student self-assessment. Additionally, I discussed the areas where the curriculum promotes student engagement and oral language development. Lastly, I included the analysis of my curriculum based on my research question.

In Chapter Five, I will reflect on my capstone project and share the implications and limitations of my research. I will also discuss ways to expand my curriculum and

future areas of study. Lastly, I will share my overall thoughts and reflections of my journey to answer my capstone question, *How do interactive read-alouds promote engagement and oral language development in kindergarten?*

## CHAPTER FIVE

### Conclusions

*“The fire of literacy is created by the emotional sparks between a child, a book, and the person reading. It isn’t achieved by the book alone, nor by the child alone, nor by the adult whose reading aloud—it’s the relationship winding between all three, bringing them together in easy harmony.”*

Fox (2001)

#### Introduction

In the previous chapter, I discussed the process for creating my interactive read-aloud curriculum and the analysis of it based on my research question, *How do interactive read-alouds promote engagement and oral language development in kindergarten?*

In this chapter, I will revisit the research and share my findings in relationship to the literature surrounding interactive read-alouds, engagement and oral language development. Next, I will share implications and limitations of my curriculum and project. Lastly, I will share ideas for expanding my curriculum and future areas of study.

#### Revisiting the Literature Review

Supporting elements of the literature review. Throughout the development of my character interactive read-aloud curriculum I kept the research in the forefront of my

mind. As I developed the lesson plan template, I returned to the section, “Common Practices for Interactive Read-Alouds” in Chapter Two. I thought about the importance of having a specific teaching point and goal for learning. In my lesson plan, template I incorporated the Language Arts Common Core Standards that were modeled throughout the lesson, as well as a specific teaching point. Additionally, while reviewing texts to include in my curriculum, I used the research that I found on text selection to narrow down the texts I chose. I incorporated books that had engaging plots, provided opportunities for use of comprehension strategies and had strong character development.

Additionally, I returned to my literature review while developing activities to be used during reading. I wanted to create a balance between modeling, student discussion, and student engagement. All three of these areas were highlighted in the literature and have major implications on success in an interactive read-aloud.

Furthermore, as I reflected on the research a major section was on oral language development. In the section “Implication in the Classroom,” the research provided ideas for how to increase oral language development, including the use of sentence frames. Therefore, I was intentional about incorporating an explicit sentence frame in each lesson. The sentence frame was taught before, modeled during the lesson, and practiced by the students. I decided to scaffold the sentence frames and start with very basic sentences, for example, I think \_\_\_\_\_, eventually transitioning to more complex sentences, I think \_\_\_ feels \_\_\_ because \_\_\_. Additionally, the sentence frames were repeated to build familiarity and allowing for mastery.

Another area that I tied to my research was creating the post-it note template. This template utilizes post-it notes to indicate what you want to say on specific pages. I have found that when I have post-it notes in a book, my interactive read-alouds are much more effective. This template is going to be useful for reference of the current read aloud as well as to assist in the creation of future interactive read-alouds.

Lastly, while developing each lesson, I thought about the research behind engagement and interactive read-alouds. In the section “Promoting engagement through interactive read-alouds,” the research indicated that background knowledge, teacher modeling, and discussion are the most effective ways to promote engagement in an interactive read-aloud. This led me to include a brief introduction to each book before reading it as well as utilizing a of balance teacher think alouds and students’ discussion.

To conclude, there are many ways that my curriculum was supported by the literature review. My curriculum included many common practices in interactive read-alouds such as stating a goal and during reading activities. In addition, my curriculum also supported research on oral language development through the use of sentence frames. Lastly, it included engagement strategies such as student discussion and teacher modeling.

Limitations of the literature review. While doing my research for my literature capstone project and applying that research to my curriculum development, two areas of research in oral language development were limited. One of the areas is how to adjust my practice to the diverse needs and levels of students’ oral language skills. On the contrary, I do believe the research indicated that majority of students needs can be met

through modeling and scaffolding. As students arrive to kindergarten, there are students in multiple stages of oral language development. Some students arrive with an expansive vocabulary while others arrive with limited oral language skills. This is one of the reasons I chose to use sentence frames because it will cause my students to use a full sentence and also use text evidence.

The second area that I feel I did not come across in my research. Research suggested using open ended questions during interactive read-alouds to promote deeper thinking. However, it did not share any information on how to support students in using text evidence in their answers. Many of my students struggle with responding using evidence from the text. Often times, their response is a one word answer. While thinking and creating my curriculum I tried to think of ways that would help increase students' ability to have more meaningful conversations. In each lesson I explicitly state the sentence frame that will be used throughout the text. Additionally, I incorporated teacher modeling.

### Implications of My Curriculum

The research and my interactive read-aloud curriculum provide implications surrounding teacher practice and curriculum. Incorporating interactive read-alouds into teacher practice and instruction will provide opportunities for teacher to implement reflective and solid lessons. Although, interactive read-aloud can take extra time to plan, it uses teaching practices that are known to be effective, such as teacher modeling, scaffolding, and student discussion. Additionally, teachers can utilize interactive read-alouds to teach multiple content areas.

Another implication my curriculum and research had was on curriculum. Often times, teachers struggle to find enough time in the day to get through everything. Interactive read-alouds should help support and promote the current curriculum. Therefore, interactive read-alouds can be used to support all content areas. While learning about the content area the students are simultaneously learning reading strategies. In addition, interactive read-alouds can enhance and make learning more active and accessible to the students.

To conclude, interactive read-alouds have powerful implications on teacher practice and the curriculum. Clearly, as evidenced in the research interactive read-alouds can be positive addition to both of these areas, if the time is invested in the creation of the lessons.

#### Limitations of My Capstone Project

Although, my capstone project has been successful and has begun to answer my research question, this cannot be fully answered without the implementation and data analysis of my curriculum. Due to time restraints, I was unable to implement my curriculum. However, if I had implemented my curriculum I would have used the self-assessment survey as a pre-test and collected baseline data on my students' current ability. Then, I would have begun to implement the interactive read-aloud lessons. If I noticed my students struggled, I would have begun by modeling the last question on the self-assessment and as the year went on, transition to guided practice, and eventually independent work. I would have progress monitored and ended with a final assessment.



This would have shown the growth in the students' abilities and helped answer my research question.

Another limitation of my capstone project is that I researched broad topics. As a result, I focused my research on oral language development and engagement in relationship to interactive read-alouds. I feel this may have limited other research components that may have helped in the development of my curriculum. For example, perhaps I would have explored additional ways to elicit text evidence responses for students.

In summary, there are two main limitations to my capstone project. The first was that I did not have adequate time to implement my curriculum, resulting in more limited data to analyze. Secondly, my research components were broad. As a result, I had a lot of research to review so I had to narrow it down. Therefore, it is fairly likely I may have missed valuable information.

#### Expanding my Curriculum and Future Research Projects

As I was completing my capstone project, I have many ideas of how I could possibly expand my curriculum and other future studies. As stated in the above section "Limitations of Literature Review," I shared that I did not find any information about how to elicit text evidence from students. However, at a recent professional development we began discussing cloze reading. An instructional strategy that could easily be incorporated into interactive read-aloud lesson plans. If cloze reading was included in my curriculum, I would incorporate it as an "after reading" activity. Another element

that I think would help enhance my curriculum would be the use of Grand Conversations as an “after reading” strategy.

Additionally, I would like to further explore and study oral language development and the effects on student reading abilities. In so doing, I would have a stronger capacity to support my students and create more effective lessons.

### Conclusion

In this chapter, I reexamined and thought about the process of creating this capstone project. First, I returned to the literature review and discussed the supporting elements and limitations. Secondly, I shared implications of my curriculum development on teacher practice and curriculum. Third, I shared limitations of my capstone project and finally, I discussed areas of future research study.

Throughout my capstone project I focused on answering my research question: *How do interactive read-alouds promote engagement and oral language development in kindergarten?* In Chapter One, I discussed my personal and professional journeys that led me to want to research interactive read-alouds. In Chapter Two, I shared research from authors in the areas of read alouds, oral language development, and engagement. Chapter Three examined the setting, participants, and methods for creating an interactive read-aloud character unit that promotes oral language development and engagement. In Chapter Four, I shared the process of creating and the analysis of my interactive read-aloud character unit. Lastly, in Chapter Five I reflected on the overall process of my capstone project and presented areas of future study.

This journey has pushed me to become a better educator and has opened my eyes to areas of future development. I am excited to entice my students and capture them in the magic of a read aloud, with increased purpose and more powerful learning that interactive read-aloud offers.

As a child I loved listening to books being read to me. I can recall the moments of my mom reading to me, going to the library for story time, and listening to my teachers read to me. I hope that my love for read alouds will be passed on to my students and they will one day look back and see the positive impact that read alouds made to their lives.

## APPENDIX A

### Character Interactive Read Aloud

## Interactive Read Aloud Lesson Plan 1

**Title:** *Three Little Kittens*

**Author:** Paul Galdone

**ELA Academic Standards/Benchmark:**

0.1.1.1 With prompting and support, ask and answer questions about key details in a text.

0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.

0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

c. Listen to others and name emotions by observing facial expression and other nonverbal cues.

d. Follow basic oral directions.

0.8.2.2 Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.

0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.

0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce and expand complete sentences in shared language activities.

0.10.5.5 With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.

0.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Goals/Learning Objective:**

Inferring (meaning of words, characters)

Monitoring for meaning

|   |  |
|---|--|
| <b>Sentence Frame (if applicable):</b>  |  |
| I notice _____.   |  |
| <b>Book Introduction</b><br>(Before Reading)  | Readers think about the characters and how they feel to help tell the story. To help us we will use the phrase "I notice ____."<br>This book is about some kittens that get in trouble. Let's read to find out what they do and how they fix it.   |
| <b>During Reading Activities</b><br>(Think Aloud, Turn & Talk, Turn and Predict, Stop & Think, Stop and Act, Shout Out) | <p><b>Front Cover Turn &amp; Talk</b><br/>Who are the characters in our book? Turn and tell your partner.</p> <p><b>Think Aloud</b><br/>I notice the smiles on the kittens' faces so I know they are happy.</p> <p><b>Pg. 5 Think Aloud (before reading page)</b><br/>I notice their eyes are shut, mouths open and hands up. They look sad. I wonder why?</p> <p><b>Pg. 7 Think Aloud</b><br/>Oh no...they lost their mittens. Oh, that's why they are sad.</p> <p><b>Turn &amp; Talk</b><br/>How do you think mom is feeling?</p> <p><b>Think Aloud</b><br/>I agree. I see mom's eyes are big and her mouth is closed, like she's mad.</p> <p><b>Pg. 11 Turn and Talk</b><br/>How do you think the kitten feel? Remember to use our phrase "I notice ____."</p> <p><b>Pg. 13 Think Aloud</b><br/>The words say "they began to cry." Wait a minute... I notice they are smiling. They must be crying because they are happy.</p> <p><b>Pg. 15 Think Aloud</b><br/>I notice their mouths are open wide with a smile. This makes me think everyone is happy.</p> <p><b>Pg. 21 Comment</b></p> |

|   |   |
|---|---|
|   | <p>Soiled means dirty.</p> <p><b>Turn and talk</b><br/>Look at the characters. What do you notice about mom? Remember to us "I notice ____."</p> <p><b>Pg. 23 Stop and Act</b><br/>Mom is mad. She said "What soiled your mitten you naughty kittens!<br/>Everyone make their mad face.</p> <p><b>Pg. 29 Think Aloud</b><br/>I notice they have smiles on their faces and they are showing mom their clean mittens. This makes me think they are happy.</p> <p><b>Turn and talk</b><br/>How do you know mom is happy? Use our phrase.</p> <p><b>Pg. 31 Think Aloud</b><br/>I notice their eyes. They are all looking that way and it makes me think they are curious. I know cats chase rats so maybe that's why.</p> |
| <p><b>Conclusion/After Reading Activities</b></p> | <p>While we were reading this book we were thinking about how the characters were feeling to help us tell the story.</p> <p>We used the words "I notice ____." to help use think about the character and how they were feeling.</p> <p>What do you notice about the kitten's feeling at the end of the story? Why do you think that? Remember us our phrase "I notice ____."</p>  |
| <p><b>Teacher notes/reflection:</b></p>           |   |

## Three Little Kittens

Readers think about the characters and how they feel to help tell the story. To help us we will use the phrase "I notice \_\_\_\_."

Front Cover

This book is about some kittens that get in trouble. Let's read to find out what they do and how they fix it.

Front Cover

### Turn and Talk

Who are the characters in our book? Turn and tell your partner.

### Think Aloud

I notice the smiles on the kittens' faces so I know they are happy.

Front Cover

### Think Aloud (before reading page)

I notice their eyes are shut, mouths open and hands up. They look sad. I wonder why?

Pg.5

### Think Aloud

Oh no...they lost their mittens. Oh, that's why they are sad.

### Turn and Talk

How do you think mom is feeling?

### Think Aloud

I agree. I see mom's eyes are big and her mouth is closed, like she's mad.

Pg.7

### Turn and Talk

How do you think the kitten feel? Remember to use our phrase "I notice \_\_\_\_."

Pg.11

### Think Aloud

The words say "they began to cry." Wait a minute... I notice they are smiling. They must be crying because they are happy.

Pg.13

### Think Aloud

I notice their mouths are open wide with a smile. This makes me think everyone is happy.

Pg.15

### Comment

Soiled means dirty.

### Turn and Talk

Look at the characters. What do you notice about mom? Remember to use "I notice \_\_\_\_."

Pg.21

### Stop and Act

Mom is mad. She said "What soiled your mitten you naughty kittens!

Everyone make their mad face.

Pg.23



**Think Aloud**

I notice they have smiles on their faces and they are showing mom their clean mittens. This makes me think they are happy.

**Turn and Talk**

How do you know mom is happy? Use our phrase.

Pg.29

**Think Aloud**

I notice their eyes. They are all looking that way and it makes me think they are curious. I know cats chase rats so maybe that's why.

Pg.31

While we were reading this book we were thinking about how the characters were feeling to help us tell the story.

We used the words "I notice \_\_\_\_." to help use think about the character and how they were feeling.

Last Page

What do you notice about the kitten's feeling at the end of the story? Why do you think that? Remember us our phrase "I notice \_\_\_\_."

Last Page

## Interactive Read Aloud Lesson Plan 2

**Title:** *It's Mine!*

**Author:** Leo Lionni

**ELA Academic Standards/Benchmark:**

0.1.1.1 With prompting and support, ask and answer questions about key details in a text.

0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.

0.1.4.4. Ask and answer questions about unknown words in a text.

0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

c. Listen to others and name emotions by observing facial expression and other nonverbal cues.

d. Follow basic oral directions.

0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.

0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce and expand complete sentences in shared language activities.

0.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

0.10.5.5 With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.

**Goals/Learning Objective:**

Inferring (meaning of words, characters)

Envisioning

**Sentence Frame (if applicable):**

I think \_\_\_\_\_.

|   |   |
|---|---|
| <p><b>Book Introduction</b><br/>(Before Reading)</p>  | <p>Readers think about the characters as they read. We will use the words "I think____." to help us tell our partner our ideas.</p> <p>The title of this book is It's Mine and the author is Leo Lionni. It's about three frogs that can't get along. Let's read to find out what happens.</p>  |
| <p><b>During Reading Activities</b><br/>(Think Aloud, Turn &amp; Talk, Turn and Predict, Stop &amp; Think, Stop and Act, Shout Out)</p> | <p><b>Cover Think Aloud</b><br/>I see three frogs and looking at the butterfly. It looks like this one is jumping to get it and this frog is starting to jump up. I think they all want the butterfly.</p> <p><b>Pg. 4 Stop and Act</b><br/>Hmm...those are some big words Quarrel and quibble mean to fight. Look at the picture see their arms. Let's all practice what quarrel and quibble mean.</p> <p><b>Pg. 8 Think Aloud</b><br/>Wow...I noticed that Milton said the water was his, and now Rupert says the earth is his. I wonder what Lydia will say is hers?</p> <p><b>Pg. 10 Turn and Talk</b><br/>What are you thinking about the frogs in this story? Are they nice or mean? Remember to use the words "I think____."</p> <p><b>Pg. 12 Comment</b><br/>Oh here is a new character, toad. He is saying there is no peace because they keep bickering. Bickering means they can't share and are fighting.</p> <p><b>Pg. 16 Stop and Think</b><br/>Let's close our eyes and think about the words and make a picture in our mind. The frogs hear thunder, they can hear rain, and the water is getting higher.</p> <p><b>Pg. 18 Think Aloud</b><br/>Look at their faces they are making big frowns. Turn and talk<br/>What do you think the characters will do?<br/>Remember use the words "I think ____."</p> |

|   |   |
|---|---|
|   | <p><b>Pg. 20 Turn and Talk</b><br/>How do you think the frogs are feeling now? How do you know that?</p> <p><b>Pg. 26 Think Aloud</b><br/>I notice the characters changed. They are no longer bickering and fighting but now they are playing and being nice to each other.</p> |
| <p><b>Conclusion/After Reading Activities</b></p> | <p>While we were reading this book, we were thinking about the characters.</p> <p><b>Last Page Turn and talk</b><br/>What do you think about the characters now? Remember use the words "I think ____."</p>   |
| <p><b>Teacher notes/reflection:</b></p>           |   |

## It's Mine

Readers think about the characters as they read. We will use the words "I think\_\_\_\_." to help us tell our partner our ideas.

The title of this book is It's Mine and the author is Leo Lionni. It's about three frogs that can't get along. Let's read to find out what happens.

Front Cover

### Think Aloud

I see three frogs and looking at the butterfly. It looks like this one is jumping to get it and this frog is starting to jump up. I think they all want the butterfly.

Front Cover

### Stop and Act

Hmm...those are some big words Quarrel and quibble mean to fight. Look at the picture see their arms. Let's all practice what quarrel and quibble mean.

Pg. 4

### Think Aloud

Wow...I noticed that Milton said the water was his, and now Rupert says the earth is his. I wonder what Lydia will say is hers?

Pg.8

### Turn and Talk

What are you thinking about the frogs in this story? Are they nice or mean? Remember to use the words "I think\_\_\_\_."

Pg.10

### Comment

Oh here is a new character, toad. He is saying there is no peace because they keep bickering. Bickering means they can't share and are fighting.

Pg.12

### Stop and Think

Let's close our eyes and think about the words and make a picture in our mind. The frogs hear thunder, they can hear rain, the water is getting higher.

Pg.16

### Think Aloud

Look at their faces they are making big frowns.

### Turn and Talk

What do you think the characters will do? Remember use the words "I think \_\_\_\_."

Pg.18

### Turn and Talk

How do you think the frogs are feeling now? How do you know that?

Pg.20

### Think Aloud

I notice the characters changed. They are no longer bickering and fighting but now they are playing and being nice to each other.

Pg.26

While we were reading this book, we were thinking about the characters.

**Turn and Talk**

What do you think about the characters now?

Remember use the words "I think \_\_\_\_."

Last Page

## Interactive Read Aloud Lesson Plan 3

|  |   |
|--|---|
| <p><b>Title:</b> <i>Noisy Nora</i></p> <p><b>Author:</b> Rosemary Wells</p>  |   |
| <p><b>ELA Academic Standards/Benchmark:</b></p> <p>0.1.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p> <p>0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 20px;">b. Continue a conversation through multiple exchanges.</p> <p style="padding-left: 20px;">c. Listen to others and name emotions by observing facial expression and other nonverbal cues.</p> <p style="padding-left: 20px;">d. Follow basic oral directions.</p> <p>0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.</p> <p>0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">f. Produce and expand complete sentences in shared language activities.</p> |   |
| <p><b>Goals/Learning Objective:</b></p> <p>Predicting<br/>         Inferring (meaning of words, characters)<br/>         Monitoring for meaning</p>  |   |
| <p><b>Sentence Frame (if applicable):</b></p> <p>I think _____.</p>  |   |
| <p><b>Book Introduction</b><br/>(Before Reading)</p>   | <p>Readers think about the characters as they read. We will use the words "I think____." to help us tell our partner our ideas.</p> |

|   |   |
|---|---|
|   | <p><i>Noisy Nora</i> is about a mouse that always has to wait until her baby brother is cared for and her older sister always gets to do what she wants. Let's read to find out if Nora comes up with a way to get some attention.</p>  |
| <p><b>During Reading Activities</b><br/>(Think Aloud, Turn &amp; Talk, Turn and Predict, Stop &amp; Think, Stop and Act, Shout Out)</p> | <p><b>P. 3 Think Aloud</b><br/>I see Nora has the bowl on her head, like she's bored. I think that Nora is getting frustrated with having to wait.</p> <p><b>P. 6 Turn and Talk</b><br/>What do you think about Nora?</p> <p><b>P.8 Think Aloud</b><br/>Wow, I am thinking that Nora is mad. I would be mad if my sister said, "why are you so dumb." Look at her face. I see that her eyes are small and her mouth is closed.</p> <p><b>P. 11 Turn and Predict</b><br/>Uh oh, she has to wait again. What do you think Nora will do?</p> <p><b>P.16 Think Aloud</b><br/>Wow, Nora made a big mess. I think she is getting upset that no one is playing with her or giving her attention.</p> <p><b>P.19 Shout out</b><br/>Look at the picture. How do you think Nora is feeling now?</p> <p><b>P. 20 Turn and Predict</b><br/>What do you think her family will do?</p> <p><b>P. 25 Turn and Predict</b><br/>Do you think they will find Nora?</p> <p><b>P.27 Comment</b><br/>Oh good, Nora came back!</p> |
| <p><b>Conclusion/After Reading Activities</b></p>   | <p><b>Turn and Talk</b><br/>Look at the last page. How do you think Nora is feeling now?</p>  |



**Teacher notes/reflection:**

## Noisy Nora

Readers think about the characters as they read. We will use the words "I think\_\_\_\_." to help us tell our partner our ideas.

Front Cover

*Noisy Nora* is about a mouse that always has to wait until her baby brother is cared for and her older sister always gets to do what she wants. Let's read to find out if Nora comes up with a way to get some attention.

Front Cover

### Think Aloud

I see Nora has the bowl on her head, like she's bored. I think that Nora is getting frustrated with having to wait.

Pg. 3

### Turn and Talk

What do you think about Nora?

Pg. 6

### Think Aloud

Wow, I am thinking that Nora is mad. I would be mad if my sister said, "why are you so dumb." Look at her face. I see that her eyes are small and her mouth is closed.

Pg.8

### Turn and Predict

Uh oh, she has to wait again. What do you think Nora will do?

Pg.11

### Think Aloud

Wow, Nora made a big mess. I think she is getting upset that no one is playing with her or giving her attention.

Pg.16

### Shout out

Look at the picture. How do you think Nora is feeling now?

Pg.19

### Turn and Predict

What do you think her family will do?

Pg.20

### Turn and Predict

Do you think they will find Nora?

Pg.25

**Comment**

Oh good! Nora came back.

Pg.27

**Turn and Talk**

Look at the last page.  
How do you think Nora is feeling now?

End of book

## Interactive Read Aloud Lesson Plan 4

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|--|--|
| <p><b>Title:</b> <i>Giraffes Can't Dance</i></p> <p><b>Author:</b> Giles Andreae</p>   |  |
| <p><b>ELA Academic Standards/Benchmark:</b></p> <p>0.1.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>0.1.2.2 With prompting and support, retell familiar stories, including key details.</p> <p>0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p> <p>0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>c. Listen to others and name emotions by observing facial expression and other nonverbal cues.</p> <p>d. Follow basic oral directions.</p> <p>0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.</p> <p><b>Goals/Learning Objective:</b></p> <p>Inferring (meaning of words, characters)<br/>Monitoring for meaning</p> <p><b>Sentence Frame (if applicable):</b></p> <p>I think ____ feels ____ because _____.</p> |  |
| <p><b>Book Introduction</b><br/>(Before Reading)</p>   | <p>Readers pay attention to how a character is feeling throughout the book. Today we are going to use the phrase I think ____ feels ____ because _____.</p> <p>This book, <i>Giraffes Can't Dance</i> is written by Giles Andreae is about a giraffe named Gerald and he</p> |

|   |   |
|---|---|
|   | <p>is the only animal that can't dance. Let's read to find out what happens. As we read we will pay attention to the characters feelings.</p>   |
| <p><b>During Reading Activities</b><br/>(Think Aloud, Turn &amp; Talk, Turn and Predict, Stop &amp; Think, Stop and Act, Shout Out)</p> | <p><b>Pg. 6 Think Aloud</b><br/>I think Gerald feels jealous because the other animals can all dance.</p> <p><b>Pg.10 Think Aloud</b><br/>I am noticing that the words are telling me what kinds of dances the animals are doing.<br/>I can look at the illustrations &amp; see that they are enjoying what they are doing.</p> <p><b>Pg. 12 Turn and Talk</b><br/>How do you think Gerald is feeling? Why do you think that? Remember use our phrase "I think _____ feels _____ because _____." Turn &amp; tell your partner</p> <p><b>Pg. 13/14 Think Aloud</b><br/>Hmm...Clot...that is a tricky word. Clot means stupid. I see from the illustration he feels stupid and sad.</p> <p><b>Thumbs up</b><br/>Thumbs up if you were thinking sad (refer to when we stop on the last page).</p> <p><b>Pg. 16 Think Aloud</b><br/>The words don't really tell me much about cricket, but when I look at the illustrations I can see that he must be friendly (has a smile). I think the cricket feels friendly because he is smiling.</p> <p><b>Pg. 20 Stop and Act</b><br/>The words are telling me that he is moving to the music. (sway to music)</p> <p><b>Shout out</b><br/>What is he doing?</p> <p><b>Turn and Talk</b><br/>How is Gerald feeling?<br/>How do you know?</p> <p><b>Pg. 24 Turn and Talk</b><br/>How do you think Gerald feels now? How do you</p> |

|  |  |
|--|--|
|  | <p>know? Remember use our phrase.</p> <p><b>Think Aloud</b><br/>I think Gerald is excited because I see in the illustration that he has a wide open smile.</p> <p><b>Think Aloud</b><br/>I am looking at the words and I can see that "I am dancing" is in large letters. I am thinking the author did this to let us know that Gerald is very excited and wants us to say the words that way (say it very excited)</p> <p><b>Shout out</b><br/>I am dancing in an excited voice.</p> <p><b>Last page Turn and Talk</b><br/>How are the characters feeling? How do you know? Use our phrase, I think ___ feels ___ because _____. Turn and talk.</p> |
| <b>Conclusion/After Reading Activities</b> | <p>Readers use the illustrations to help them understand how characters are feeling.</p> <p>Turn &amp; tell your partner one of Gerald's feelings and why he felt that way. Use our phrase.</p>  |
| <b>Teacher notes/reflection:</b>           |  |

## Giraffes Can't Dance

Readers pay attention to how a character is feeling throughout the book. Today we are going to use the phrase I think \_\_\_\_ feels \_\_\_\_ because \_\_\_\_.

Front Cover

This book, Giraffes Can't Dance is written by Giles Andreae is about a giraffe named Gerald and he is the only animal that can't dance. Let's read to find out what happens. As we read we will pay attention to the characters feelings.

Front Cover

### Think Aloud

I think Gerald feels jealous because the other animals can all dance.

Pg. 6

### Think Aloud (after reading page)

I am noticing that the words are telling me what kinds of dances the animals are doing.  
I can look at the illustrations & see that they are enjoying what they are doing.

Pg.10

### Turn and Talk (after reading page)

How you think Gerald is feeling? Why do you think that? Remember use our phrase "I think \_\_\_\_ feels \_\_\_\_ because \_\_\_\_."

Turn & tell your partner.

Pg.12

### Think Aloud

Hmm...Clot...that is a tricky word. Clot means stupid. I see from the illustration he feels stupid and sad.

### Thumbs up

Thumbs up if you were thinking sad (refer to when we stop on the last page).

Pg.13/14

### Think Aloud

The words don't really tell me much about cricket, but when I look at the illustrations I can see that he must be friendly (has a smile). I think the cricket feels friendly because he is smiling.

Pg.16

### Stop and Act

The words are telling me that he is moving to the music. (sway to music)

### Shout out

What is he doing?

### Turn and talk

How is Gerald feeling?

How do you know?

Pg.20

### Turn and Talk

How do you think Gerald feels now? How do you know? Remember use our phrase.

### Think Aloud

I think Gerald is excited because I see in the illustration that he has a wide open smile.

Pg.24

### Think Aloud

I am looking at the words and I can see that "I am dancing" is in large letters. I am thinking the author did this to let us know that Gerald is very excited and wants us to say the words that way (say it very excited)

### Shout out

I am dancing in an excited voice

Pg.24

**Turn and Talk**

How are the characters feeling? How do you know?  
Use our phrase, I think \_\_\_ feels \_\_\_ because \_\_\_\_. Turn and talk.

Last Page

Readers use the illustrations to help them understand how characters are feeling.

Turn & tell your partner one of Gerald's feelings and why he felt that way. Use our phrase

Last Page



## Interactive Read Aloud Lesson Plan 5

|  |   |
|--|---|
| <b>Title:</b> <i>Unloveable</i>  |   |
| <b>Author:</b> Dan Yaccarino   |   |
| <b>ELA Academic Standards/Benchmark:</b>   |   |
| 0.1.1.1 With prompting and support, ask and answer questions about key details in a text.  |   |
| 0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.  |   |
| 0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).           |   |
| 0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks. |   |
| 0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.                           |   |
| a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).   |   |
| b. Continue a conversation through multiple exchanges.   |   |
| c. Listen to others and name emotions by observing facial expression and other nonverbal cues.   |   |
| d. Follow basic oral directions.   |   |
| 0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.  |   |
| 0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |   |
| f. Produce and expand complete sentences in shared language activities.  |   |
| <b>Goals/Learning Objective:</b>   |   |
| Predicting   |   |
| Inferring (meaning of words, characters)   |   |
| Monitoring for meaning   |   |
| <b>Sentence Frame (if applicable):</b>   |   |
| I think _____ feels _____ because _____.   |   |
| <b>Book Introduction</b><br>(Before Reading)   | When readers read they think about how the characters are feeling and notice if their feeling change in the story. Today we will use the phrase |

|   |   |
|---|---|
|   | <p>"I think ___ feels ___ because ___." to help tell about the character's feelings.</p> <p>Today we are going to read Unlovable by Dan Yaccarino. This book is about a dog that is lonely and gets made fun of but then a dog moves in next door. Let's read to find out what happens.</p>   |
| <p><b>During Reading Activities</b><br/>(Think Aloud, Turn &amp; Talk, Turn and Predict, Stop &amp; Think, Stop and Act, Shout Out)</p> | <p><b>P. 1 Think Aloud</b><br/>I think Alfred feels lonely because he has a frown on his face.</p> <p><b>P. 6 Turn and talk</b><br/>How do you think he is feeling? Remember use the sentence I think ___ feels ___ because ___.</p> <p><b>P. 11 Think Aloud</b><br/>Look at him. I think Alfred feels sad because he is all by himself.</p> <p><b>P. 16 Turn and Talk</b><br/>How is Alfred feeling after talking to the dog next door? How do you know?</p> <p><b>P. 18 Think Aloud</b><br/>I think Alfred feels bad because he told Rex he was a golden retriever. He thinks Rex will not like him if he sees him just like the other animals.</p> <p><b>P. 20 Turn and Talk</b><br/>How is Alfred feeling? How do you know?</p> <p><b>P. 22 Think Aloud</b><br/>I think he is hiding because he doesn't want Rex to know that he lied and is really a pug.</p> <p><b>P. 24 Comment</b><br/>Oh, wow Rex is the same kind of dog as Alfred and they look the same.</p> <p><b>P. 29 Turn and Talk</b><br/>How is Alfred feeling now? How do you know? Remember us I think ___ feels ___ because ___.</p> |
| <p><b>Conclusion/After Reading Activities</b></p>   | <p>How did Alfred's feeling change in the book? Think about how he felt at the beginning and</p>  |

|                                  |      |
|----------------------------------|------|
|                                  | end. |
| <b>Teacher notes/reflection:</b> |      |

## Unlovable

When readers read they think about how the characters are feeling and notice if their feeling change in the story. Today we will use the phrase "I think \_\_\_\_ feels \_\_\_\_ because \_\_\_\_." to help tell about the character's feelings

Front Cover

Today we are going to read Unlovable by Dan Yaccarino. This book is about a dog that is lonely and gets made fun of but then a dog moves in next door. Let's read to find out what happens.

Front Cover

### Think Aloud

I think Alfred feels lonely because he has a frown on his face.

Pg. 1

### Turn and talk

How do you think he is feeling? Remember use the sentence I think \_\_\_\_ feels \_\_\_\_ because \_\_\_\_.

Pg.6

### Think Aloud

Look at him. I think Alfred feels sad because he is all by himself.

Pg.11

### Turn and Talk

How is Alfred feeling after talking to the dog next door? How do you know?

Pg.16

### Think Aloud

I think Alfred feels bad because he told Rex he was a golden retriever. He thinks Rex will not like him if he sees him just like the other animals.

Pg.18

### Turn and Talk

How is Alfred feeling? How do you know?

Pg.20

### Think Aloud

I think he is hiding because he doesn't want Rex to know that he lied and is really a pug.

Pg.22

### Comment

Oh, wow Rex is the same kind of dog as Alfred and they look the same.

Pg.24

**Turn and Talk**

How is Alfred feeling now? How do you know? Remember us I think \_\_\_ feels \_\_\_ because \_\_\_\_\_.

Pg.29

How did Alfred's feeling change in the book? Think about how he felt at the beginning and end.

Last page

## Interactive Read Aloud Lesson Plan 6

|  |   |
|--|---|
| <p><b>Title:</b> <i>Koala Lou</i></p> <p><b>Author:</b> Mem Fox</p>  |   |
| <p><b>ELA Academic Standards/Benchmark:</b></p> <p>0.1.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p> <p>0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>c. Listen to others and name emotions by observing facial expression and other nonverbal cues.</p> <p>d. Follow basic oral directions.</p> <p>0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.</p> |   |
| <p><b>Goals/Learning Objective:</b></p> <p>Predicting<br/>         Inferring (characters feelings)<br/>         Monitoring for meaning</p>   |   |
| <p><b>Sentence Frame (if applicable):</b></p> <p>I notice _____ feels _____ because _____.</p>   |   |
| <p><b>Book Introduction</b><br/>(Before Reading)</p>   | <p>When readers read they think about how the characters are feeling and notice if their feeling change in the story. Today we will use the phrase "I notice ___ feels ___ because ___." to help tell about the character's feelings.</p> |

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|   | <p>This book is Koala Lou. The author is Mem Fox and the illustrator is Pamela Lofts. In this story there is a little Koala names Koala Lou that everyone loves. But then her mom becomes busy. Koala Lou joins the Olympics to try to have her mom notice her again. Let's read to find out what happens.</p>  |
| <p><b>During Reading Activities</b><br/>(Think Aloud, Turn &amp; Talk, Turn and Predict, Stop &amp; Think, Stop and Act, Shout Out)</p> | <p><b>Pg. 2 Think Aloud</b><br/>I'm thinking that Koala Lou must be pretty friendly. It sounds like everyone likes her, even the tough Koala Klaws who lives next door.</p> <p><b>Pg. 4 Think Aloud</b><br/>Wow, I notice Koala Lou feels happy because I see a big smile on her face. That must make Koala Lou feel so good when her mom says that to her.</p> <p><b>Pg. 9 Turn and Talk</b><br/>Turn and tell your partner how you think Koala Lou must be feeling now? Why do you think that? Remember to use the phrase "I notice _____ feels _____ because _____."</p> <p><b>Pg. 10 Think Aloud</b><br/>I'm thinking that Koala Lou misses her mom telling her she loves her. I heard many of you say she probably was feeling sad. After reading this part, it makes me think she will join the Olympics so her mom notices her and tells her she loves her.</p> <p><b>Pg. 12 Turn and Talk</b> (After reading "...over again")<br/>What have you learned about Koala Lou from this part?</p> <p><b>Pg. 18 Comment</b> (After reading "her heart filled with hope.")<br/>I wonder how Koala Lou is going to do. I feel a little nervous.</p> <p><b>Pg. 20 Think Aloud</b> (After reading "...and wildly waved their party hats.")<br/>It sounds like Koala Klaws did great! Uh-oh...I wonder if Koala Lou will be able to do it faster.</p> |

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|  | <p><b>Pg. 24 Turn and Talk</b> (after reading “The spectators...stomped their feet”)<br/>Turn and talk to your partner about whether you think it seems like Koala Lou won the Bush Olympics or not. Why do you think that?</p> <p><b>Pg. 27 Turn and Talk</b> (After reading...”and cried her heart out.”)<br/>Oh poor Koala Lou. Turn and tell you partner what Koala Lou must be thinking right now after all that has happened.</p> <p><b>Pg. 28 Turn and Talk</b> (After reading... “And she hugged her for a very long time.”)<br/>Turn and talk to your partner. What are you thinking about how she feels and why? Remember our phrase.</p> |
| <b>Conclusion/After Reading Activities</b> | <p>Readers think about the character's feeling as they read. Let's think about Koala Lou's feelings.</p> <p><b>Turn &amp; Talk</b><br/>Did Koala Lou's feeling change in the book and what made her feelings change?</p>  |
| <b>Teacher notes/reflection:</b>           |   |



## Koala Lou

When readers read they think about how the characters are feeling and notice if their feeling change in the story. "I notice \_\_\_\_ feels \_\_\_\_ because \_\_\_\_." to help tell about the character's feelings.

Front Cover

This book is Koala Lou. The author is Mem Fox and the illustrator is Pamela Lofts. In this story there is a little Koala names Koala Lou that everyone loves. But then her mom becomes busy. Koala Lou joins the Olympics to try to have her mom notice her again. Let's read to find out what happens.

Front Cover 2

### Think Aloud

I'm thinking that Koala Lou must be pretty friendly. It sounds like everyone likes her, even the tough Koala Klaws who lives next door.

Pg. 2

### Think Aloud

Wow, I notice Koala Lou feels happy because I see a big smile on her face. That must make Koala Lou feel so good when her mom says that to her.

Pg.4

### Turn and Talk

Turn and tell your partner how you think Koala Lou must be feeling now? Why do you think that? Remember to use the phrase "I notice \_\_\_\_ feels \_\_\_\_ because \_\_\_\_."

Pg.9

### Think Aloud

I'm thinking that Koala Lou misses her mom telling her she loves her. I heard many of you say she probably was feeling sad. After reading this part, it makes me think she will join the Olympics so her mom notices her and tells her she loves her.

Pg.10

### Turn and Talk (After reading "she climbed")

What have you learned about Koala Lou from this part?

Pg.12

### Comment (After reading "her heart filled with hope")

I wonder how Koala Lou is going to do. I feel a little nervous.

Pg.18

### Think Aloud (After reading "...and wildly waved their party hats.)

It sounds like Koala Klaws did great! Uh-oh...

Pg.20

### Turn and Talk (after reading "The spectators...stomped their feet")

Turn and talk to your partner about whether you think it seems like Koala Lou won the Bush Olympics or not.

Pg. 24

**Turn and Talk** (After reading...and cried her heart out.)

Oh poor Koala Lou. Turn and tell you partner what Koala Lou must be thinking right now after all that has happened.

Pg. 27

**Turn and Talk** (After reading...

"And she hugged her for a very long time.")

Turn and talk to your partner. What are you thinking about how she feels and why? Remember our phrase.

Pg. 28

(After reading page)  
Readers think about the character's feeling as they read. Let's think about Koala Lou's feelings.

**Turn and Talk** Did Koala Lou's feeling change in the book and what made her feelings change?

Last Page

## Interactive Read Aloud Lesson Plan 7

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| <p><b>Title:</b> <i>Good Little Wolf</i></p> <p><b>Author:</b> Nadia Shireen</p>   |  |
| <p><b>ELA Academic Standards/Benchmark:</b></p> <p>0.1.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p> <p>0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>c. Listen to others and name emotions by observing facial expression and other nonverbal cues.</p> <p>d. Follow basic oral directions.</p> <p>0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.</p> <p>0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce and expand complete sentences in shared language activities.</p> |  |
| <p><b>Goals/Learning Objective:</b></p> <p>Predicting<br/>         Inferring (meaning of words, characters)<br/>         Monitoring for meaning</p>  |  |
| <p><b>Sentence Frame (if applicable):</b></p> <p>I think ____ feels ____ because _____.</p>  |  |
| <p><b>Book Introduction</b><br/>(Before Reading)</p>   | <p>Readers pay close attention to the pictures by looking at a character's facial expressions, body language, and gestures to help you think about</p> |

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|   | <p>how the character feels and acts. We are going to use the sentence "I think ___ feels ___ because ___."</p> <p>We are going to read a book titled, <i>Good Little Wolf</i>. This book is about a good little wolf who meets a big bad wolf. The big bad wolf wants Rolf to prove he is a wolf. Let's read to find out what happens.</p>  |
| <p><b>During Reading Activities</b><br/>(Think Aloud, Turn &amp; Talk, Turn and Predict, Stop &amp; Think, Stop and Act, Shout Out)</p> | <p><b>P. 4 Think Aloud</b><br/>I think Rolf feels happy because I notice he is smiling and he seems to like all the things he is doing.</p> <p><b>P. 6 Think Aloud</b><br/>Hmm...this page is really dark. I think Rolf feels scared because it is dark and he is all by himself.</p> <p><b>P. 7 Turn and Talk</b><br/>Look at the picture. How do you think Rolf is feeling? Turn and talk with your partner. Use the words "I think ___ feels ___ because ___."</p> <p><b>P. 12 Think Aloud</b><br/>I am looking at the picture and I see that Rolf doesn't really look scared anymore. I think Rolf feels determined because he wants to show the big bad wolf that wolves can be nice.</p> <p><b>P.14 Stop and Act</b><br/>Listen to the words again, "He pursed his lips, took a deep breath, and out came a great big...whistle." You try being Rolf when he tries to whistle.</p> <p><b>P.17 Think Aloud</b><br/>I think Rolf feels curious because I see his hand on his chin like this (model) and his mouth is closed.</p> <p><b>P. 17 Shout Out</b><br/>Shout out, what can Rolf do to prove he is a bad wolf?</p> |

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|   | <p><b>P. 20 Turn and Predict</b><br/>Look at Rolf; he has big teeth and scary eyes.<br/>What do you think will happen?</p> <p><b>P. 23 Stop and Act</b><br/>Make a howling noise like Rolf.</p> <p><b>P. 24 Think Aloud</b><br/>I think Rolf is feeling proud because he tied up the wolf and showed that he IS a real wolf.</p> <p><b>P.26 Think Aloud</b><br/>I think everyone is happy because they are all smiling!</p> |
| <p><b>Conclusion/After Reading Activities</b></p> | <p><b>P. 28 Turn and Talk</b><br/>Oh no...The big bad wolf tricked them!<br/>Look at the picture.<br/>How does the big bad wolf feel? How do you know? Remember use the words "I think ___ feels ___ because ___."</p>  |
| <p><b>Teacher notes/reflection:</b></p>           |   |

## Good Little Wolf

Reader pay close attention to the pictures by looking at a character's facial expressions, body language, and gestures to help you think about how the character feels and acts. We are going to use the sentence "I think \_\_\_ feels \_\_\_ because \_\_\_."

Front Cover

We are going to read a book titled, *Good Little Wolf*. This book is about a good little wolf who meets a big bad wolf. The big bad wolf wants Rolf to prove he is a wolf. Let's read to find out what happens.

Front Cover

### Think Aloud

I think Rolf feels happy because I notice he is smiling and he seems to like all the things he is doing.

Pg. 4

### Think Aloud

Hmm...this page is really dark. I think Rolf feels scared because it is dark and he is all by himself.

Pg.6

### Turn and Talk

Look at the picture. How do you think Rolf is feeling? Turn and talk with your partner. Use the words "I think \_\_\_ feels \_\_\_ because \_\_\_."

Pg.7

### Think Aloud

I am looking at the picture and I see that Rolf doesn't really look scared anymore. I think Rolf feels determined because he wants to show the big bad wolf that wolves can be nice.

Pg.12

### Stop and Act

Listen to the words again, "He pursed his lips, took a deep breath, and out came a great big...whistle." You try being Rolf when he tries to whistle.

Pg.14

### Think Aloud

I think Rolf feels curious because I see his hand on his chin like this (model) and his mouth is closed.

### Shout Out

Shout out, what can Rolf do to prove he is a bad wolf?

Pg.17

### Turn and Predict

Look at Rolf; he has big teeth and scary eyes. What do you think will happen?

Pg.20

### Stop and Act

Make a howling noise like Rolf.

Pg.23

**Think Aloud**

I think Rolf is feeling proud because he tied up the wolf and showed that he IS a real wolf.

Pg.24

**Think Aloud**

I think everyone is happy because they are all smiling!

Pg.26

**Turn and Talk (pg. 28)**

Oh no...The big bad wolf tricked them!  
 Look at the picture.  
 How does the big bad wolf feel? How do you know?  
 Remember use the words "I think \_\_\_ feels \_\_\_ because \_\_\_."  
 \_\_\_."

After Reading

## Interactive Read Aloud Lesson Plan 8

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| <p><b>Title:</b> <i>Julius the Baby of the World</i></p> <p><b>Author:</b> Kevin Henkes</p>   |  |
| <p><b>ELA Academic Standards/Benchmark:</b></p> <p>0.1.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p> <p>0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> <li>c. Listen to others and name emotions by observing facial expression and other nonverbal cues.</li> <li>d. Follow basic oral directions.</li> </ul> <p>0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.</p> <p>0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Goals/Learning Objective:</b><br/>         Inferring (meaning of words, characters)<br/>         Monitoring for meaning<br/>         Envisioning</p> <p><b>Sentence Frame (If applicable):</b></p> <p>I think ____ feels ____ because _____.</p> |  |
| <p><b>Book Introduction</b><br/>(Before Reading)</p>  | <p>Readers can learn a lot about the characters from the pictures. You can pay close attention to a character's facial expressions, body language,</p> |



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|   | <p>and gestures to help you think about how the character feels and acts.</p> <p>We will use the phrase I think ____ feels ____ because ____ to help us understand the story.</p> <p>This book <i>Julius the Baby of the World</i> is written by Kevin Henkes. This is about Lily who doesn't like her new baby brother.</p>  |
| <p><b>During Reading Activities</b><br/>(Think Aloud, Turn &amp; Talk, Turn and Predict, Stop &amp; Think, Stop and Act, Shout Out)</p> | <p><b>Cover Think Aloud</b> (Look at the cover)<br/>I'm noticing that Lily has funny glasses on and has her arms up...I think she is trying to scare her brother. I'm going to keep reading to find out if Lily continues to be mean to her baby brother.</p> <p><b>Pg. 2 Think Aloud</b><br/>I think Lily is feeling nice because she is excited about the baby. I wonder if she'll be nice all the time.</p> <p><b>Pg. 3 Comment</b> (After 1st sentence)<br/>Oh, my question was answered. She is not nice to him (refer to picture and words)</p> <p><b>Comment</b> (after last sentence)<br/>She thinks she's the queen and hates Julius. Look at the pictures-she's all alone.</p> <p><b>Turn and Talk</b> Using what we know about older siblings...Why does she hate Julius?</p> <p><b>Pg. 5 Comment</b> (after reading "get my room back")<br/>Oh wait, Lily is saying Julius is going away but what I know about babies is they need people to help them. I'm going to keep reading to find out more.</p> <p><b>Pg. 6 Turn and Talk</b> (after reading page)<br/>How do you think she is feeling &amp; why? Use our phrase I think ____ feels ____ because ____.</p> <p><b>Think Aloud</b>- I think she's angry because when I want something and don't get it I am mad.</p> <p><b>Pg. 8 Think Aloud</b> (after page)<br/>I notice she said mean things to him and then she mixed up the letters (refer to pictures).</p> |

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|  | <p><b>Turn and Talk</b> tell your partner why she's doing it when no one is looking.</p> <p><b>Comment</b> Compare your thinking to mine...She is sneaky</p> <p><b>Pg. 9 Think in your mind</b><br/>Put a picture in your mind if you were Lily and had your younger brother/sister. What would it look like?</p> <p><b>Pg. 11 Think Aloud</b> (after "nothing worked")<br/>I'm thinking that Lily's parents are trying to get her to be nice because they are giving her things (refer to picture) and letting her stay up late but it didn't work.</p> <p><b>Pg. 14 Turn and Talk</b> (after page)<br/>Why did they think it was great when Julius did it but when Lily did it they didn't?</p> <p><b>Pg. 18 Think Aloud</b> (after page)<br/>I notice that she is still being mean and doesn't like Julius. I wonder if she will ever change her mind about him.</p> <p><b>Pg. 20 Think Aloud</b><br/>I think Lily feels scared by the dreams because her eyes are little and she has the covers up by her head. (refer to picture)</p> <p><b>Pg. 24 Turn and Talk</b> (after reading page)<br/>Look at the picture and think about the words...how does Lily feel about Julius and the party? How do you know? Remember to use our phrase I think _____ feels _____ because _____.</p> <p><b>Pg. 25 Think Aloud</b><br/>What a minute... I am looking at Lily's face and she looks mad. I think she is mad at her cousin.</p> <p><b>Pg. 27 Think Aloud</b> (after "sweet white fur")<br/>I notice she is being nice to Julius. (refer to words and picture)</p> <p><b>Turn and Talk</b><br/>Turn and tell your partner, why is Lily being nice to</p> |
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|   | <p>Julius?</p> <p><b>Last Page Turn and Talk</b><br/>How does this picture show that Lily now likes Julius?</p>   |
| <p><b>Conclusion/After Reading Activities</b></p> | <p><b>Turn and Talk</b><br/>Tell your partner what readers use to help them understand the story?</p> <p>Readers can learn a lot about the characters from the pictures. You can pay close attention to a character's facial expressions, body language, and gestures to help you think about how the character feels and acts.</p> |
| <p><b>Teacher notes/reflection:</b></p>           |   |

## Julius Baby of the World

Readers can learn a lot about the characters from the pictures. You can pay close attention to a character's facial expressions, body language, and gestures to help you think about how the character feels and acts.

Front Cover

We will use the phrase I think \_\_\_\_ feels \_\_\_\_ because \_\_\_\_ to help us understand the story.

Front Cover

This book *Julius the Baby of the World* is written by Kevin Henkes. This is about Lily who doesn't like her new baby brother.

Front Cover

**Think Aloud** (Look at the cover) I'm noticing that Lily has funny glasses on and has her arms up...I think she is trying to scare her brother. I'm going to keep reading to find out if Lily continues to be mean to her baby brother.

Front Cover

### Think Aloud

I think Lily is feeling nice because she is excited about the baby. I wonder if she'll be nice all the time.

Pg. 2

### Comment

(After 1<sup>st</sup> sentence) Oh, my question was answered. She is not nice to him (refer to picture and words)

Pg. 3

### Comment

(after last sentence) She thinks she's the queen and hates Julius. Look at the pictures-she's all alone.

**Turn and Talk** Using what we know about older siblings...Why does she hate Julius?

Pg. 3

### Comment

(after reading "get my room back") Oh wait, Lily is saying Julius is going away but what I know about babies is they need people to help them. I'm going to keep reading to find out more.

Pg. 5

### Turn and Talk

(after reading page) How do you think she is feeling & why? Use our phrase I think \_\_\_\_ feels \_\_ because \_\_\_\_.

**Think Aloud** I think she's angry because when I want something and don't get it I am mad.

Pg. 6

### Think Aloud

(after page) I notice she said mean things to him and then she mixed up the letters (refer to pictures).

**Turn and Talk** Tell your partner why she's doing it when no one is looking

**Comment** Compare your thinking to mine...She is sneaky

Pg.8

**Think in your mind**

Put a picture in your mind if you were Lily and had your younger brother/sister. What would it look like?

Pg.9

**Think Aloud** (after "nothing worked")

I'm thinking that Lily's parents are trying to get her to be nice because they are giving her thing (refer to picture) and letting her stay up late but it didn't work.

Pg.11

**Turn and Talk** (after page)

Why did they think it was great when Julius did it but when Lily did it they didn't?

Pg.14

**Think Aloud** (after page)

I notice that she is still being mean and doesn't like Julius. I wonder if she will ever change her mind about him.

Pg.18

**Think Aloud**

I think Lily feels scared by the dreams because her eyes are little and she has the covers up by her head. (refer to picture).

Pg.20

**Turn and Talk** (after reading page)

Look at the picture and think about the words...how does Lily feel about Julius and the party? How do you know? Remember to use our phrase I think \_\_\_\_\_ feels \_\_\_\_\_ because \_\_\_\_\_.

Pg.24

**Think Aloud**

Wait a minute... I am looking at Lily's face and she looks mad. I think she is mad at her cousin.

Pg. 25

**Think Aloud** (after "sweet white fur")

I notice she is being nice to Julius. (Refer to words and picture)

**Turn and Talk** Turn and tell your partner, why is Lily being nice to Julius?

Pg. 27

**Turn and Talk**

How does this picture show that Lily now likes Julius?

Last Page

**Turn and Talk**

Tell your partner what readers use to help them understand the story?

Last Page

Readers can learn a lot about the characters from the pictures. You can pay close attention to a character's facial expressions, body language, and gestures to help you think about how the character feels and acts.

Last Page

## Interactive Read Aloud Lesson Plan 9

**Title:** *Kitten's First Full Moon*

**Author:** Kevin Henkes

**ELA Academic Standards/Benchmark:**

0.1.1.1 With prompting and support, ask and answer questions about key details in a text.

0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.

0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

c. Listen to others and name emotions by observing facial expression and other nonverbal cues.

d. Follow basic oral directions.

0.8.2.2 Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.

0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.

0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce and expand complete sentences in shared language activities.

0.10.5.5 With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.

0.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Goals/Learning Objective:**

Predicting

Inferring (meaning of words, characters)

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| <p><b>Sentence Frame (if applicable):</b></p> <p>_____ might say _____. Or _____ is thinking _____.</p>                                 |   |
| <p><b>Book Introduction</b><br/>(Before Reading)</p>  | <p>Readers think about what the characters are thinking or saying to help them better understand the story.</p> <p>We will use the phrase _____ might say _____ or _____ is thinking _____. To help tell our story.</p> <p><i>Kitten's First Full Moon</i> was written by Kevin Henkes and is about a kitten that sees its first full moon.</p>   |
| <p><b>During Reading Activities</b><br/>(Think Aloud, Turn &amp; Talk, Turn and Predict, Stop &amp; Think, Stop and Act, Shout Out)</p> | <p><b>Title Page Comment</b><br/>A full moon is when the moon is a complete circle. This is a full moon (point to the moon).</p> <p><b>Pg. 1 Think Aloud (after “and she thought”)</b><br/>Hmmm... what did kitten think? Kitten is thinking wow that is sure big; it looks kind of like a bowl.</p> <p><b>Pg. 4 Turn and Talk</b><br/>What do you think Kitten is thinking?<br/>Remember use our phrase _____ is thinking _____.</p> <p><b>Pg. 6 Think Aloud</b><br/>Kitten might say I'm going to get you and drink you all up.</p> <p><b>Pg. 8 Turn and Talk</b><br/>What might kitten say? Remember use the words _____ might say _____.</p> <p><b>Pg. 10 Turn and Talk</b><br/>What do you think she is thinking now? _____ is thinking _____.</p> |



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|   | <p><b>Pg. 14 Think Aloud</b><br/>Hmmm...She still hasn't gotten the bowl of milk; I wonder what she is going to do next. Kitten is thinking I am so hungry and I can't get this bowl of milk.</p> <p><b>Pg. 16 Turn and Talk</b><br/>Uh oh...She is now stuck in the tree. What might she be thinking? Use the words _____ is thinking _____.</p> <p><b>Pg. 20 Turn and Talk</b><br/>What do you think is going to happen?</p> <p><b>Pg. 21 Think Aloud</b><br/>Oh no...She is all wet. Kitten might say I want my mommy. She can make me feel better and get me some milk.</p> <p><b>Pg. 26 Turn and Talk</b><br/>What do you think she is thinking? _____ is thinking _____.</p> |
| <p><b>Conclusion/After Reading Activities</b></p> | <p>Readers we thought about what the kitten was thinking and what she might say.</p> <p>Looking at this last page, what might kitten be thinking? Remember to use the words _____ is thinking _____.</p>   |
| <p><b>Teacher notes/reflection:</b></p>           |  |

## Kitten's First Full Moon

Readers think about what the characters are thinking or saying to help them better understand the story.

We will use the phrase \_\_\_\_\_ might say \_\_\_\_\_ or \_\_\_\_\_ is thinking \_\_\_\_\_ to help tell our story.

Front Cover

*Kitten's First Full Moon* was written by Kevin Henkes and is about a kitten that sees its first full moon.

Front Cover

### Comment

A full moon is when the moon is a complete circle. This is a full moon (point to the moon).

Title Page

### Think Aloud (after "and she thought")

Hmmm... what did kitten think? Kitten is thinking, wow that is sure big; it looks kind of like a bowl.

Pg.1

### Turn and Talk

What do you think Kitten is thinking? Remember use our phrase \_\_\_\_\_ is thinking \_\_\_\_\_.

Pg.4

### Think Aloud

Kitten might say I'm going to get you and drink you all up.

Pg.6

### Turn and Talk

What might kitten say? Remember use the words \_\_\_\_\_ might say \_\_\_\_\_.

Pg.8

### Turn and Talk

What do you think she is thinking now? \_\_\_\_\_ is thinking \_\_\_\_\_.

Pg.10

### Think Aloud

Hmmm...She still hasn't gotten the bowl of milk; I wonder what she is going to do next. Kitten is thinking I am so hungry and I can't get this bowl of milk.

Pg.14

### Turn and Talk

Uh oh...She is now stuck in the tree. What might she be thinking? Use the words \_\_\_\_\_ is thinking \_\_\_\_\_.

Pg.16

**Turn and Talk**

What do you think is going to happen?

Pg.20

**Think Aloud**

Oh no...She is all wet.  
Kitten might say I want my mommy. She can make me feel better and get me some milk.

Pg.21

**Turn and Talk**

What do you think she is thinking? \_\_\_\_ is thinking \_\_\_\_.

Pg. 26

Readers we thought about what the kitten was thinking and what she might say.

**Turn and Talk**

Looking at this last page, what might kitten be thinking? Remember to use the words \_\_\_\_ is thinking \_\_\_\_.

Last Page

## Interactive Read Aloud Lesson Plan 10

|  |   |
|--|---|
| <p><b>Title:</b> <i>Elmer</i></p> <p><b>Author:</b> David McKee</p>  |   |
| <p><b>ELA Academic Standards/Benchmark:</b></p> <p>0.1.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p> <p>0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>c. Listen to others and name emotions by observing facial expression and other nonverbal cues.</p> <p>d. Follow basic oral directions.</p> <p>0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.</p> <p>0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce and expand complete sentences in shared language activities.</p> |   |
| <p><b>Goals/Learning Objective:</b></p> <p>Predicting<br/>         Inferring (meaning of words, characters)<br/>         Monitoring for meaning</p>  |   |
| <p><b>Sentence Frame (if applicable):</b></p> <p>I notice ____ feels ____ because ____.</p>  |   |
| <p><b>Book Introduction</b><br/>(Before Reading)</p>   | <p>When readers are really studying their characters, they pay close attention to the endings of books. When we get to the end of the book we will ask,</p> |

|   |  |
|---|--|
|   | <p>"How does the character feel now?"</p> <p>This book is called <i>Elmer</i> and the author is David McKee. This book is about an elephant that is different than all the other elephants. Let's read to find out what happens. Remember to think about how the characters feel.</p>  |
| <p><b>During Reading Activities</b><br/>(Think Aloud, Turn &amp; Talk, Turn and Predict, Stop &amp; Think, Stop and Act, Shout Out)</p> | <p><b>Pg. 2 Think Aloud</b><br/>I notice that all the elephants are happy because I see they all have smiles.</p> <p><b>Pg. 6 Comment</b><br/>Wow, Elmer is not like the other elephants. I wonder how he feels to be the only one that is different.</p> <p><b>Pg. 8 Comment</b><br/>It says Elmer wasn't happy.</p> <p><b>Turn and Predict</b><br/>Why do you think Elmer is going away?</p> <p><b>Pg. 12 Comment</b><br/>Hmm...I wonder what he is going to do with the berries.</p> <p><b>Turn and Predict</b><br/>What do you think he will do with the berries?</p> <p><b>Pg. 14 Think Aloud</b><br/>Oh, he rolled in the berries to look like the other elephants. I think he wasn't happy because he was different.</p> <p><b>Pg. 16 Think Aloud (Flip back to pg. 9 &amp; 10)</b><br/>Wow...I notice on this page the animals said hi to Elmer and on this page they just said hi elephant. I think they don't know its Elmer.</p> <p><b>Pg. 18 Turn and Talk</b><br/>Why don't the elephants notice Elmer?</p> <p><b>Pg. 20 Turn and Talk</b><br/>Something is wrong, turn to you partner, what do you think is wrong.</p> |

|   |   |
|---|---|
|   | <p><b>Comment</b><br/>Match your thinking to mine. I notice the elephants feel sad because they have frowns.</p> <p><b>Pg. 22 Think Aloud</b><br/>I remember from before that Elmer always made them laugh. But now that they think he is gone they have no one to make them laugh.</p> <p><b>Pg. 24 Shout out</b><br/>Shout out this part with me...BOOO!</p> <p><b>Pg. 26 Turn and Predict</b><br/>What do you think is going to happen?</p> <p><b>Pg. 28 Think Aloud</b><br/>Oh wow, I notice they are happy because I see smiles.<br/>They thought that was the best joke so now they will have a celebration every year to remember.</p> |
| <p><b>Conclusion/After Reading Activities</b></p> | <p>When readers are really studying their characters, they pay close attention to the endings of books. When you get to the end you might ask yourself, "How does the character feel now?"</p> <p><b>Turn and Talk</b><br/>Think about Elmer. How does he feel now?<br/>Remember use the phrase "I notice ____ feels ____ because ____."</p>  |
| <p><b>Teacher notes/reflection:</b></p>           |   |

## Elmer

When readers are really studying their characters, they pay close attention to the endings of books. When we get to the end of the book we will ask, "How does the character feel now?"

Front Cover

This book is called Elmer and the author is David McKee. This book is about an elephant that is different than all the other elephants. Let's read to find out what happens. Remember to think about how the characters feel.

Front Cover

### Think Aloud

I notice that all the elephants are happy because I see they all have smiles.

Pg. 2

### Comment

Wow, Elmer is not like the other elephants. I wonder how he feels to be the only one that is different.

Pg. 6

### Comment

It says Elmer wasn't happy.

### Turn and Predict

Why do you think Elmer is going away?

Pg.8

### Comment

Hmm...I wonder what he is going to do with the berries.

### Turn and Predict

What do you think he will do with the berries?

Pg.12

### Think Aloud

Oh, he rolled in the berries to look like the other elephants. I think he wasn't happy because he was different.

Pg.14

### Think Aloud

(Flip back to pg. 9 & 10)

Wow...I notice on this page the animals said hi to Elmer and on this page they just said hi elephant. I think they don't know its Elmer

Pg.16

### Turn and Talk

Why don't the elephants notice Elmer?

Pg.18

### Turn and Talk

Something is wrong, turn to you partner, what do you think is wrong.

### Comment

Match your thinking to mine. I notice the elephants feel sad because they have frowns.

Pg.20

**Think Aloud**

I remember from before that Elmer always made them laugh. But now that they think he is gone they have no one to make them laugh.

Pg.22

**Shout out**

Shout out this part with me...BOOO!

Pg.24

**Turn and Predict**

What do you think is going to happen?

Pg.26

**Think Aloud**

Oh wow, I notice they are happy because I see smiles.

They thought that was the best joke so now they will have a celebration every year to remember.

Pg.28

(After reading)

When readers are really studying their characters, they pay close attention to the endings of books. When you get to the end you might ask yourself, "How does the character feel now?"

Pg.30

**Turn and Talk**

Think about Elmer. How does he feel now? Remember use the phrase "I notice \_\_\_\_ feels \_\_\_\_ because \_\_\_\_."

Pg.30



## APPENDIX B

### Character Interactive Read Aloud Pacing Guide

## **Character Interactive Read-Aloud Pacing Guide**

### **September/October/November**

Readers think about the characters and how they feel to help tell the story. To help us we will use the sentence "I notice \_\_\_\_."

#### ***The Three Little Kittens by Paul Galdone***

I see \_\_\_\_ / I notice \_\_\_\_\_.

Readers think about the characters as they read. We will use the words "I think \_\_\_\_." to help us tell our partner our ideas.

#### ***It's Mine by Leo Lionni***

I think \_\_\_\_\_.

Readers think about the characters as they read. We will use the words "I think \_\_\_\_." to help us tell our partner our ideas.

#### ***Noisy Nora by Rosemary Wells***

I think \_\_\_\_\_.

### **December/January**

Readers pay attention to how a character is feeling throughout the book. Today we are going to use the phrase I think \_\_\_\_ feels \_\_\_\_ because \_\_\_\_.

#### ***Giraffes Can't Dance by Giles Andreae***

I think \_\_\_\_ feels \_\_\_\_ because \_\_\_\_\_.

When readers read they think about how the characters are feeling and notice if their feeling change in the story. Today we will use the phrase “I think \_\_\_ feels \_\_\_ because \_\_\_\_.” to help tell about the character’s feelings.

***Unloveable by Dan Yaccarino***

I think \_\_\_ feels \_\_\_ because \_\_\_\_\_.

**February/March**

When readers read they think about how the characters are feeling and notice if their feeling change in the story. Today we will use the phrase “I notice \_\_\_ feels \_\_\_ because \_\_\_\_.” to help tell about the character’s feelings.

***Koala Lou by Mem Fox***

I notice \_\_\_\_\_ feels \_\_\_\_\_ because \_\_\_\_\_.

Readers pay close attention to the pictures by looking at a character’s facial expressions, body language, and gestures to help you think about how the character feels and acts.

***Good Little Wolf by Nadia Shireen***

I think \_\_\_ feels \_\_\_ because \_\_\_\_\_.

**April/May/June**

Readers can learn a lot about the characters from the pictures. You can pay close attention to a character’s facial expressions, body language, and gestures to help you think about how the character feels and acts.

***Julius Baby of the World by Kevin Henkes***

I think \_\_\_\_\_ feels \_\_\_\_\_ because \_\_\_\_\_.

Readers think about what the characters are thinking or saying to help them better understand the story.

***Kitten's First Full Moon* by Kevin Henkes**

\_\_\_\_\_ might say \_\_\_\_\_. Or \_\_\_\_\_ is thinking \_\_\_\_\_.

When readers are really studying their characters, they pay close attention to the endings of books. When we get to the end of the book we will ask, "How does the character feel now?"

***Elmer* by David McKee**

I notice \_\_\_\_\_ feels \_\_\_\_\_ because \_\_\_\_\_.

## APPENDIX C

### Interactive Read Aloud Lesson Plan Template

**Title:**

**Author:**

**ELA Academic Standards/Benchmark:**

- 0.1.1.1 With prompting and support, ask and answer questions about key details in a text.
- 0.1.2.2 With prompting and support, retell familiar stories, including key details.
- 0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.
- 0.1.4.4. Ask and answer questions about unknown words in a text.
- 0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- 0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- 0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.
- 0.3.0.1 Demonstrate understanding of the organization and basic features of print.
- a. Follow words from left to right, top to bottom, and page by page.
  - b. Recognize that spoken words are represented in written language by specific sequences of letters.
  - c. Understand that words are separated by spaces in print.
  - d. Recognize and name all upper- and lowercase letters of the alphabet.
- 0.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- a. Recognize and produce rhyming words.
- 0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
  - c. Listen to others and name emotions by observing facial expression and other nonverbal cues.
  - d. Follow basic oral directions.
- 0.8.2.2 Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
- 0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- 0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and

respond to poems, rhymes, and songs.

0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

0.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

0.10.5.5 With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.

0.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Goals/Learning Objective:**

Predicting

Retelling

Inferring (meaning of words, characters)

Monitoring for meaning

Accumulating text

Synthesizing

Envisioning

**Sentence Frame (if applicable):**

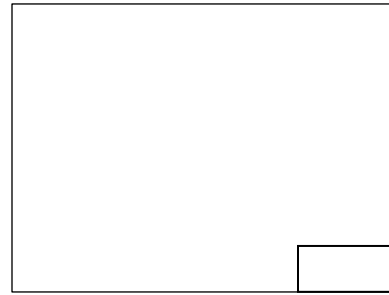
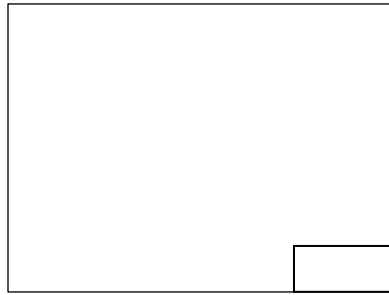
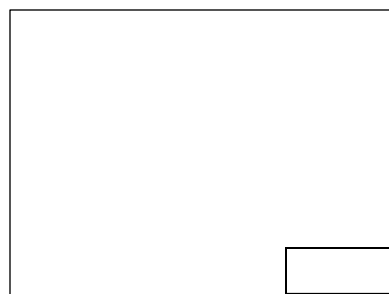
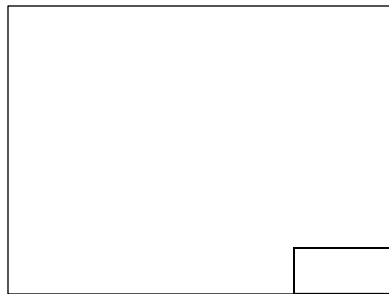
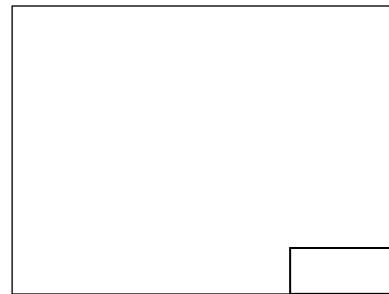
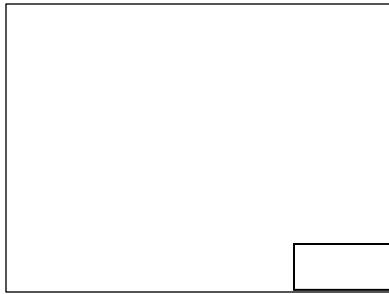
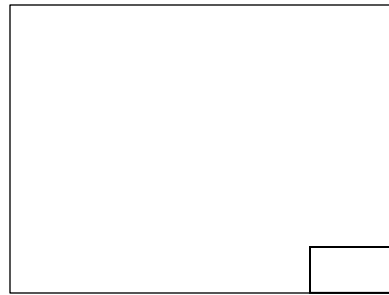
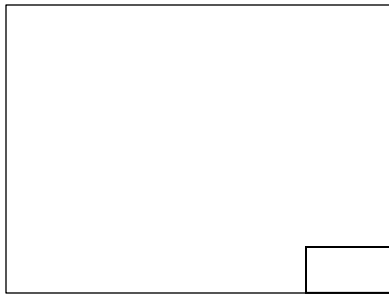
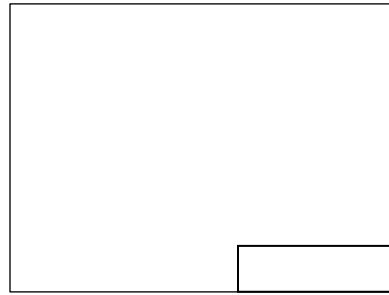
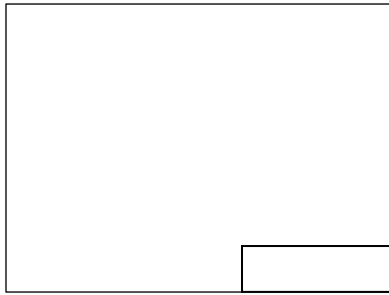
|   |  |
|---|--|
| <p><b>Book Introduction</b><br/>(Before Reading)</p>  |  |
| <p><b>During Reading Activities</b><br/>(Think Aloud, Turn &amp; Talk, Turn and Predict, Stop &amp; Think, Stop and Act, Shout Out)</p> |  |

|  |  |
|--|--|
| <b>Conclusion/After<br/>Reading Activities</b>                           |  |
| <b>Teacher notes/reflection:</b><br><br><br><br><br><br><br><br><br><br> |  |



## APPENDIX D

### Post-It Note Template



## APPENDIX E

### Read It Again Basket









## APPENDIX F

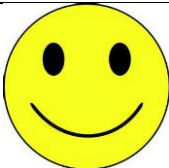
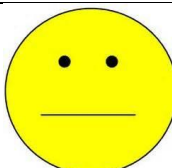


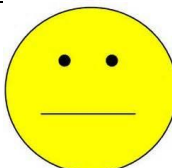

### Books We Have Read



## APPENDIX G

### Student Self-Assessment

|  |   |  |   |
|--|---|--|---|
| Name _____                                     |   |  |   |
| Did you like the book?                         |  |  |  |
| Did you talk with your partner about the book? |  |  |  |
| _____ felt _____                               |   |  |   |
| because _____.                                 |   |  |   |

|  |   |  |   |
|--|---|--|---|
| Name _____                                     |   |  |   |
| Did you like the book?                         |  |  |  |
| Did you talk with your partner about the book? |  |  |  |
| _____ felt _____                               |   |  |   |
| because _____.                                 |   |  |   |



## APPENDIX H

### Reflection Journal

## **Reflection Journal by Laura Mikul**

### **January 7, 2015**

After having my back surgery on December 19<sup>th</sup>, I decided I wanted to take as much time as possible during my recover to work on my capstone. I recently finished writing my Chapter Two and I will be adding the final touches to Chapter 3 soon. I am excited to start working on the curriculum piece soon.

### **January 13, 2015**

I started developing a template for my interactive read aloud curriculum today. I began by looking at my secondary advisor, Kristi Abbott, template that she shared with me. I also looked at Heather Davis' capstone on interactive read-alouds to see the elements she included in her template. I noticed that both of them included a book introduction and described what the objective skills were.

I then thought about elements from my research that I wanted to include. I described elements that should be included before, during, and after reading such as: introduction, teacher modeling and scaffolding, discussion, and discussion after the book. The research also indicated the importance of having goals and standards linked to each book, therefore wanted to include the goals (teaching point) and standards that related to the interactive read aloud.

### **January 14 2015**

Today I worked on writing some lesson plans for interactive read-alouds. I began with books that I knew and were familiar with; *Giraffes Can't Dance* by Giles Andreae and *Koala Lou* by Mem Fox. While writing the lessons, I also typed the prompts, questions, and introductions onto a post-it note template. In my research the idea of using post-it notes were highlighted by Miller and Kelly (2014). That way they will be easily accessible if a post-it note falls out or gets lost.

### **January 15, 2015**

After I created a few lessons, I was reflecting on them and I realized that I wanted to include a part that shared which sentence frame to use for the lesson. Oral language development was an important element of my

capstone project, so I wanted to make sure that each lesson included a specific sentence frame to help the students develop oral language. When doing the research I remember this was an ah-ha moment for me and I thought it was brilliant to include in the interactive read-aloud lessons.

I also modified the post-it note template to include page numbers so it is more easily added to books.

### **January 17, 2015**

I looked at the lessons I already created and copied all the teaching points and strategies that I had used and put them into a Word Document. I noticed that there was a common theme of character work within each text. I decided that I am going to focus on character work, creating an interactive read-aloud curriculum on characters.

### **January 20, 2015**

Today I had a district meeting so I went to be a part of it. My secondary advisor, Kristi Abbott, was there and I was excited to tell her about my progress on my capstone. When talking with her I told her that I noticed a common theme of characters throughout the book that I had made lesson plans with. She suggested looking at our curriculum and trying to use that as a sounding board for what to include and teach during the interactive read-alouds. I loved this idea.

### **January 21, 2015**

I looked through my district's curriculum for character work and took some of the teaching points and modified them to work with read-alouds. I wanted to make sure to include books from our Unit that focuses on characters that will be towards the end of the year.

### **January 22-23, 2015**

I worked on lesson plans for *Julius Baby of the World* by Kevin Henkes and *Elmer* by David McKee. These books seem to work well with strategies that will be taught later in the year during the character unit.

### **January 26, 2015**

Today I decided to organize the lesson plans I have created into a pacing guide to help me make sure to have books and lessons that could be used throughout the school year in kindergarten. I decided to take the lessons and distinguish which part of the year they would work best with. I will now, try to find books that can fill in the gaps. I would like to have a few interactive read-alouds for each unit/month of our district's curriculum.

I also modify the templates formatting which took a while. I wanted to make sure that the font and flow was easy to follow.

Lastly, I worked on a lesson plan for *Kitten's First Full Moon* by Kevin Henkes. This book easily came together and worked very well for the teaching point "Readers think about what the characters are thinking or saying to help them better understand the story."

### **January 28, 2015**

I remember seeing in Heather Davis' capstone that she included an annotated bibliography of the books that she used. I really liked how she had pictures of each book as well. I thought this was very helpful because I am a visual person. I also thought that it would be beneficial to have a document that shared what each book was about.

I also made a lesson plan for *It's Mine* by Leo Lionni. This lesson will focus on readers thinking about the characters. It will be a lesson that is used at the beginning of the year.

### **January 30, 2015**

I will go back to work full-time on Monday and I know that I will be very busy and tired. I want to wait until after my capstone proposal meeting to work further because I don't want to get too far and have to change things. I feel good that I have seven of the ten lessons written and feel that I am organized and things are coming together well.

### **February 14, 2015**

It has been awhile since I have worked on my lesson plans. I have gone back to work and when I get home I am very tired. I also wanted to wait to do more work after my proposal meeting. I am happy that that is scheduled for tomorrow. I'm looking forward to getting suggestions and working further on this project.

**February 15, 2015**

Today was my capstone proposal meeting and it went very well. I got a lot of good feedback from them all. We decided to alter my question a little to add oral language development instead of just oral language. Kristi suggested that I try to tie the lessons into grand conversations and/or close reading. Marcia suggested that I change a few of the indirect quotes to direct quotes. We scheduled my final meeting for April 12<sup>th</sup>.

**February 16, 2015**

I sat down and made the edits and changes suggested by my committee yesterday. I am feeling productive and on the right track. I also went through my paper and found the areas that Marcia suggested to use a direct quote instead of indirect. I then went back to the research and changed the ones that were from articles. I will have to check out a few books to get the others, since my annotated bibliography forms only had the first and last part of each quote.

**February 28, 2015**

After my current graduate program class, I went to the library to find the books that I needed to get direct quotes from. I was able to find all but one book (it was checked out).

I emailed my district's Director of Curriculum for approval for my capstone project. My principal suggested asking her approval and mentioned that the district may want to share my work with all the kindergarten teachers in the district.

**March 2, 2015**

The Director of Curriculum got back to me today and signed off for approval and said she would like to share my work. Wow, I was not expecting that!

Today I submitted my Human Subject Committee Application form and district approval letter.

**March 7, 2015**

It has been awhile since I have had the chance to sit down and work on my capstone. I changed a few of the indirect quotes in Chapter Two into direct

quotes. I also wrote another lesson plan. I only have two more lesson plans to write!

### **March 8, 2015**

I wrote a lesson plan for Noisy Nora by Rosemary Wells. I decided I would like one more interactive read-aloud that would be for September and October on the pacing guide. I decided this because at the beginning of the year, teachers are introducing what read aloud time looks like, how to talk with a partner and what their job is. Having multiple opportunities to practice and model will help set up interactive read-alouds for the rest of the year.

My last interactive read-aloud will be for February/March because there was only one lesson plan.

I also updated my annotated bibliography and the pacing guide for the interactive read-alouds.

### **March 10, 2015**

I wrote my last interactive read-aloud lesson plan tonight. Wow, it feels good to be all done. I still have a ways to go but I am that much closer.

### **March 14, 2015**

I wrote Chapter Four and Chapter Five today. It was a little more challenging than I thought it would be. I really wanted to be thoughtful in what I was writing. I typed up a rough draft of my Table of Contents and updated my Bibliography.

### **March 15, 2015**

I started looking at formatting and decided to take my lesson plans and post-it note templates and put them into a document that had the required margins. It is going to take a while, since the post-it note template needs to be reformatted.

### **March 16, 2015**

I finished reformatting the lesson plans and post-it note templates. I also started making my appendices title pages as well as copying

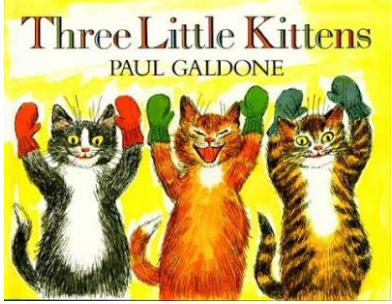
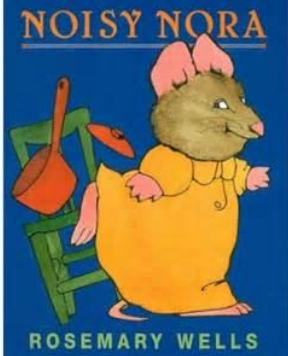
them into the document that has the required margins.

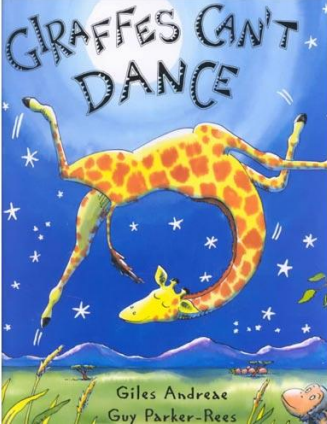
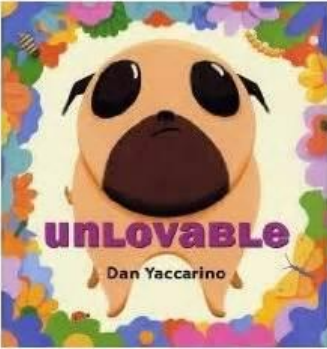
## APPENDIX I

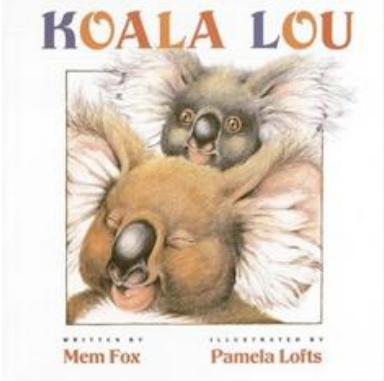
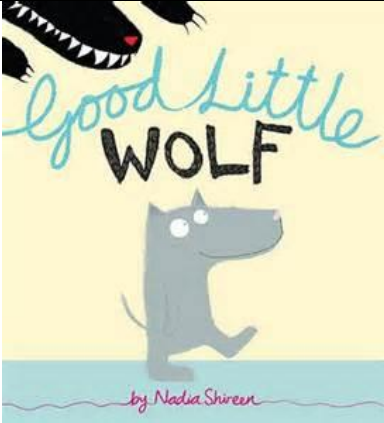
### Interactive Read-Alouds Annotated Bibliography

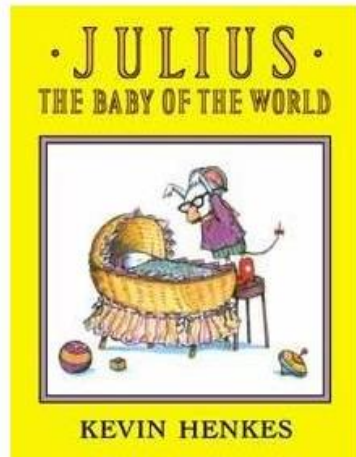


## Interactive Read-Aloud Annotated Bibliography

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|    | <p>Galdone, P. (1986). <i>Three Little Kittens</i>. Houghton Mifflin Company.</p> <p>This is a picture book about three kittens that lost their mittens. Their mom tells them that they can't have pie because of losing them. In the end the kittens find their mittens and get pie.</p> <p>For this capstone, I am using this book to introduce thinking about characters as we read. We will use the sentence frame "I notice___." to help student discuss using complete sentences. This is the first book in the curriculum because it is a simple story.</p> |
|   | <p>Lionni, L. (1985). <i>It's Mine</i>. New York: Dragonfly Books.</p> <p>This book is about three frogs that are quarrelling and can't get along. One day a big rainstorm comes and a big toad comes to help them. After the storm they realize it is better to be friends.</p> <p>I chose this book for my capstone because it lends itself well for talking about the characters. Students will use the sentence "I notice ____." to show what they are thinking.</p>   |
|  | <p>Wells, R. (1973). <i>Noisy Nora</i>. New York, NY: Penguin Group, Viking.</p> <p>Nora is a little mouse whose family is very busy and makes her wait to have attention. Nora decides she has had enough with waiting so she leaves the house. Her family finally notices that she is gone and they are worried. She then returns and everyone is happy.</p>   |

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|   | <p>For my capstone project, I am using this book at the beginning of the year. This book is simple and has clear pictures that will help the readers understand what is happening.</p>  |
|    | <p>Andreae, G. (1999). <i>Giraffes Can't Dance</i>. New York, NY: Scholastic Inc.</p> <p>Gerald is the only animal in the jungle who can't dance. Feeling sad, he decides to and meets a cricket who tells him that everyone can dance you just have to listen for your song. Gerald listens and begins to dance. He goes back to all the animals and begins to dance and everyone is amazed.</p> <p>For my capstone, I am using this book because it focuses on the character and how they feel. This book will expand students thinking from what the character is doing to also what the character is feeling.</p>                   |
|  | <p>Yaccarino, D. (2001). <i>Unloveable</i>. New York, NY: Henry Holt and Company, LLC</p> <p><i>Unloveable</i> is about a pug who gets made fun of by the other dogs and animals, so he always stays to himself. One day a new dog moves in next door. He befriends the neighbor but tells him that he is a golden retriever because he wants the dog to like him. The neighbor dog decides to dig a hole under the fence on day. They find out they are both pugs and become even better friends.</p> <p>I chose this book because the character's feelings change throughout the book. The students can easily pick up on how the</p> |

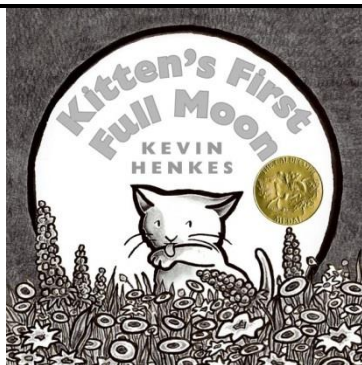
|   |   |
|---|---|
|    | <p>character is feeling.</p> <p>Fox, M. (1988). <i>Koala Lou</i>. New York, NY: Harcourt Publishing Company, Gulliver Books.</p> <p>This book is about Koala Lou who is loved by all the animals. However soon her mom gets busy and Koala Lou doesn't feel special anymore. Koala Lou decides to join the Olympics thinking if she could win, then her mom would be proud and she would feel special again. Koala Lou doesn't win, however when she comes home her mom gives her a big hug and tells her she always loved her.</p> <p>I chose this book for my capstone because it ties in with readers thinking about how the characters feel and how their feelings change throughout the book. This will help my students think deeper about the characters' feelings throughout the story.</p> |
|  | <p>Shireen, N. (2011). <i>Good Little Wolf</i>. New York: Alfred A Knopf</p> <p>Rolf is a good little wolf. One day he runs into a big bad wolf. The big bad wolf doesn't believe Rolf is a wolf because wolves cannot be good. Rolf sets out to prove the big bad wolf wrong.</p> <p>I chose this book for my capstone because it has simple pictures that the students can look at to see how the character is feeling. It is also a fun and engaging book.</p>   |



Henkes, K. (1990). *Julius The Baby Of The World*. New York, NY: HarperCollins Publishers, Greenwillow Books

Lily has decided that her new baby brother is the worst thing in the world. She is jealous of the attention he is getting and tries the things he does but gets in trouble. One day her cousin comes over and says bad things about Lily's brother. Lily then realizes that her brother is not all bad.

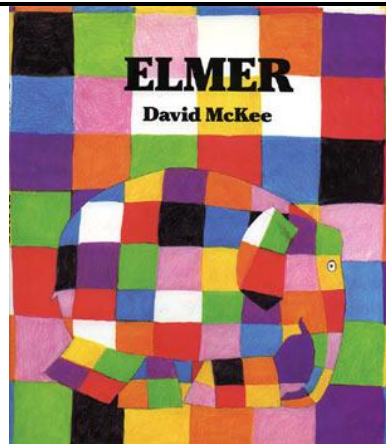
This book lends itself well for teaching students to use the pictures to learn about characters, especially looking at facial expressions and gestures. This provides opportunities for students to think about how the character feels using text evidence.



Henkes, K. (2004). *Kitten's First Full Moon*. New York, NY: HarperCollins Publishers, Greenwillow Books.

This black and white book is about a kitten that experiences its first full moon and thinks it is a bowl of milk. The kitten tries many different ways to get the moon but fails. After failing multiple times, it returns home to find a bowl of milk waiting for it on the porch.

For my capstone, I am using this book to expand students thinking about characters by having them think about what the character might say or think.



McKee, D. (1968). *Elmer*. New York, NY: Lothrop, Lee, & Shepard Books.

Elmer is a colorful picture book about a multi-colored elephant. He feels lonely because he is the only colored elephant. So he leaves his herd and finds some berries and covers himself in them. When he returns to his herd no one notices him and he begins to realize all the elephants are too serious. He decides to surprise them and they all laugh. It isn't until rain comes and washes Elmer that the other elephants know it's him. After that day they decide to celebrate this great joke every year.

I chose this book for my capstone, because the reader has to pay attention to how the character feels and is a good example of how character's feeling change within a text.

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